REPORT RESUMES

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DEVELOPMENT OF A SOCIAL CHANGE METHODOLOGY WITH THE HELP OF A RESEARCH ADVISORY PANEL. INTERIM REPORT.

BY- ADKINS, WINTHROP R. AND OTHERS

TRAINING RESOURCES FOR YOUTH INC., BROOKLYN, N.Y.

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TRAINING RESOURCES FOR YOUTH, INC. (PROJECT TRY) WAS DESIGNED TO PROVIDE A COMPREHENSIVE EDUCATIONAL ENVIRONMENT IN WHICH 600 17-21 YEAR OLD MALES IN THE BEDFORD-STUYVESANT AREA OF BROOKLYN COULD LEARN VOCATIONAL, PERSONAL, AND SOCIAL SKILLS. SOCIAL SCIENCE RESEARCH TECHNIQUES WERE USED TO PRODUCE POSITIVE CHANGES IN ATTITUDES AND BEHAVIORS OF DEPRIVED YOUTHS. A RESEARCH ADVISORY PANEL WAS CHOSEN WHO WOULD WORK WITH THE PRINCIPAL INVESTIGATORS OF PROJECT TRY TO DECREASE THE METHODOLOGICAL RISKS INHERENT IN HAVING THE SAME INDIVIDUALS INVOLVED IN DESIGN, DEVELOPMENT, AND EVALUATION. THIS REPORT DEALS WITH THE WORK OF THE RESEARCH ADVISORY PANEL. THE PRINCIPAL INVESTIGATORS AND THE RESEARCH ADVISORY PANEL MODIFIED THE PRELIMINARY EVALUATION PLAN. THESE MODIFICATIONS INVOLVED THE POPULATION TO BE STUDIED AND THE TREATMENTS TO BE PROVIDED. THE THREE APPENDICES INCLUDE AN ABSTRACT OF THE PROJECT PROPOSAL, THE PRELIMINARY EVALUATION PLAN, AND A GRANT PROPOSAL FOR THE RESEARCH ADVISORY PANEL. (SK)

ED012945

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INTERIM REPORT

DEVELOPMENT OF A SOCIAL CHANGE METHODOLOGY
with the help of a
Research Advisory Panel

By the Principal Investigators:

Winthrop R. Adkins, Ph.D.
Sidney Rosenberg, Ph.D.
Timothy Dineen, Ph.D.

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The Vocational Education Act of 1963,
P.L- 88 - 210, section 4(c)

TRAINING RESOURCES FOR YOUTH, INC.

MARCH 31, 1967

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Division of Adult and Vocational Research

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Introduction

This report is submitted to the U.S. Office of Education as an interim summary of work performed under the terms of grant no. OEG - 1-6-068503-1471. This report will focus upon a definition of the purposes of the grant, the evolution of the preliminary evaluation plan for Project TRY, the basic revisions which have been facilitated by the Research Advisory Panel, the current status and future development of electronic data processing systems and a specification of the future steps to be accomplished under the terms of this grant.

The date of termination of this grant has been extended to September 30, 1967. On or before that date a final report will be submitted which will include a revised evaluation plan, a summary of our experience in implementing aspects of the plan as they have evolved, and a description of the process through which the evaluation plan was developed and revised with the assistance of the Research Advisory Panel. The report will also include a series of recommendations regarding the feasibility of the "research audit function" as described in the body of this report.

This report is submitted by Winthrop R. Adkins, Ph.D., Sidney Rosenberg, Ph.D., and Timothy P. Dineen, Ph.D., Principal Investigators. We would also like to acknowledge the major contributions

Section I

The History and Purposes of this Grant

Training Resources for Youth, Inc. (Project TRY) was granted 4.3 million dollars on July 1, 1966 to conduct an experimental and demonstration project for training 600 17-21 year old male youth from the Bedford-Stuyvesant community of Brooklyn. (See Appendix A for a brief description of the project) The Preliminary Evaluation Plan (See Appendix B) reflects the interrelationship between research and development and training operations. The individuals who are currently responsible for evaluation and development activities within the project also played a major role in program design and in negotiating the funding of the entire project.

As was indicated in the Preliminary Evaluation Plan, the role of research in Project TRY is a rather unique one in that the emphasis is on creating a mechanism for the orderly collection, processing and feedback of information directly related to educational activities within the project, so that appropriate operating decisions and project modifications can be facilitated. Our aim was to use social science research techniques as a tool for improvement of the educational process through systematic self-study.

From the first it was recognized that the planned involvement of the same individuals in project design, ongoing development and the continuous evaluation of those processes, brought with it certain methodological risks, particularly those involving self-fulfilling or biased observations. We therefore recognized the need for the creation of an independent body which could monitor the internal research effort of the project and provide a check against any unrecognized tendency to bias results.

In the spring of 1965 a proposal for the current grant was submitted to the U.S. Office of Education. Its purpose was to defray the cost of the operation of a Research Advisory Panel, i.e., a group of distinguished social scientists who would work with the Principal Investigators of the TRY Project in the following ways:

1. to review and respond to the Preliminary Evaluation Plan and to assist in its revision;
2. to provide high level professional expertise and resources for dealing with complex research problems;
3. after thorough familiarity with the overall evaluation plan and the aims of Project TRY, to assist us in determining the feasibility of the "research audit function" (See Appendix C) as a concept that might be implemented at a later stage within Project TRY, and applicable to other projects.

It should be clearly understood that all costs for the development of the evaluation plan and associated expenses, including staff time, is covered under the terms of the major grant for Project TRY. The current grant of $7,450 for which this report is being submitted, covers only the cost of consultant fees and expenses for individual and group meetings of the Research Advisory Panel. Some confusion has arisen due to the fact that this small grant which is a means for aiding in the refinement of research efforts was awarded prior to the receipt of the major contract for the funding of Project TRY. What the small grant has enabled us to do however is to obtain the services of a group of outstanding social scientists whose experience has and will continue to aid us in avoiding pitfalls, duplicating the mistakes of others, and ignoring opportunities as we seek to design and implement a complex research model. Additional significance derives from the fact that each of the panel members have a variety of institutional and professional affiliations which can facilitate the communications of both the developmental processes involved in the design of TRY and its major findings.

Section II

Steps completed as of March 31, 1967

1. Completion of the Preliminary Evaluation Plan (See Appendix B)
2. Approximately ten sessions held with the chairman of the Research Advisory Panel, Allen Williams, Executive Director--NYSPA. These sessions have focused upon both broad conceptual and methodological research issues and plans for coordinating the efforts of the Research Advisory Panel.
3. We have had a series of consultations with panel members in the New York City area. Meetings were held with Professor Chein of New York University to consider primarily problems related to sampling techniques and mechanisms for establishing control and comparison groups. Professor Stuart Cook from the University of Colorado after a favorable overview of the Preliminary Evaluation Plan had to withdraw because of pressing obligations. Professor Edmund Gordon has been unavailable for individual consultation due to a variety of last minute emergencies which required his presence in Washington and had to cancel several appointments. He will be seen in the near future. He is, however, familiar with the basic design of this project, having sat on the original panel which recommended the approval of Project TRY to the Office

of Education. J. Douglas Grant of the California State Department of Correction has reviewed the Preliminary Evaluation Plan and has submitted written comments and recommendations together with a series of articles and reports which have suggested a variety of means whereby the experience-centered curriculum can be integrated with the overall research design. Professor Abraham Tannenbaum of Columbia University discussed with us in detail research related to curriculum and in particular reading program development. Mrs. Marcia Freedman of the Center for Conservation of Human Resources was particularly helpful regarding indices of employability and related problems of job placement and employer follow-through. Professor Donald Super of Columbia University assisted us in considering ways in which vocational development theory could be integrated with the project design and research efforts, in addition to making available his experience as a director of a large-scale research enterprise.

4. Drs. Super, Gordon and Williams have agreed to participate with the staff of Project TRY at a forthcoming symposium at the American Psychological Association Convention in which the developmental history and first results of the TRY Project will be presented.
5. To date, approximately one thousand dollars out of a total budget of seven thousand, four hundred and fifty dollars has been expended. This reflects a series of unavoidable

delays in the development and implementation of the basic evaluation plan for the TRY Project, due to unforeseen yet critical problems related to the building of the institution. From September, 1966 to March, 1967, a 4.3 million dollar institution had to be created from ground zero with an expansion of staff from the original proposal development group of seventeen to its current size of one hundred and sixty, with the intake of 120 trainees, with the establishment of a variety of policies and procedures for translating the proposal into actual operations, the renovation and preparation of facilities necessitating temporary quarters and numerous moves, and the creation of a Board of Directors and a committee structure for insuring adequate communication between the community and the project. During this period, key staff of the research division had to attend to broader institution-building problems until other high-level staff could be recruited and oriented. Nevertheless, the consultations with the Research Advisory Panel referred to above, together with considerable research activity within the project did take place and have led to a number of important revisions of the Preliminary Evaluation Plan.

6. As reported in Washington on March 20, 1967, the basic foundation for the institution and for research activities have been laid and we can now anticipate a period of more

focused research development activities. As was pointed out, it is during this period that additional individual and group meetings with the Research Advisory Panel will be of greatest value for the refinement of the TRY evaluation plan.

Section III

Developments and Revisions of the Preliminary Evaluation Plan

1. The Geographical area to be served as originally described in the proposal, was extended to include portions of two areas contiguous to Bedford-Stuyvesant, i.e. the southeast portion of the Williamsburg section and the western end of the Brownsville section. This was necessary in order to facilitate the recruitment of a racially balanced trainee sample. It is anticipated that about 80% of all trainees will be drawn from this total area.
2. The definition of the TRY Sample:
    a. TRY is committed to deal with the hard core youth of Bedford-Stuyvesant, therefore grounds for exclusion of youth from the project are strictly limited to the following gross considerations. Youth will be excluded who show evidence of dope addiction, alcoholism, brain damage, inability to speak English, severely limiting physical handicaps, reading level below second grade (except certain selected cases, as indicated below).

    b. Race

    The approximate distribution of trainees shall be 70% Negro, 15% Caucasion, 15% Puerto Rican.

    Rationale

    1. TRY is designed primarily to service youth

from the ghetto community of Bedford-Stuyvesant, which is predominantly Negro.

2. Negro youth will work, study and hopefully live in an integrated society and therefore can benefit educationally from their experience in an integrated program, including both fellow trainees and staff.
3. Sufficient number of non-Negroes must be included to make this process meaningful, and to prevent the establishment of a small, isolated non-Negro minorities within the student population which reduces the opportunity for a truly integrated program.

c. Reading Level

The approximate distribution of reading levels within the trainee population shall be as follows:

Percent	Number of Trainees	Reading Level
20%	120	4th grade or below
55%	330	levels: 5, 6 & 7
25%	150	levels: 8 and above

Rationale

1. Reading level is considered to be the most appropriate index of current educational ability. It represents not potential, as an I.Q. score would, but serves as a measure of

educational attainment, which can provide a distribution within the over-all training sample of typical educational problems.

2. The above distribution will provide a mean of approximately sixth grade reading level with a sufficient range above and below the mean so that the full range of learning problems of "hard core" youth is represented in our sample.
3. A mean of sixth grade reading level also provides that the majority of trainees will be in a position to attain the eighth grade reading level considered to be necessary for successful completion of TRY Vocational Training Courses.

d. Age

The approximate distribution with respect to age shall be approximately 20% or 120 trainees in each age category from 17 thru 21. Current experience indicates that it may be most difficult to attain the required proportions of 20 and 21 year olds, but every effort will be made to obtain this age distribution.

Rationale

1. Roughly equal distribution with respect to age, will provide an opportunity to observe the effect that age has upon different kinds of learning and placement problems.

2. An approximate equal number of trainees in each age category, will provide a rough comparison group measure.

e. Probation

The maximum number of trainees coming from probationary referral sources shall be 25%, i.e. 150 trainees. This limit is imposed in order to minimize the number of trainees who are in the project under contraints eminating from agencies external to the project. Participation in TRY training should be to the greatest extent possible voluntary.

f. High School Graduation or GED Certificate

The proportion of high school graduates or holders of equivalency diplomas shall be limited to 20%, i.e. 120 trainees. With a minimum of 80% of the TRY population made up of non-high school graduates or non-certificate holders, the sample will represent the realities of the youth population within the community and will insure along with reading levels that TRY has truly selected individuals with "hard core" educational problems.

3. Life-Skills Education Treatments

The original plans to vary Life-Skills Education along three major dimensions or "treatments" (see pages 11-15, appendix B) has been revised to include two principal curriculum variations, to be described below. This modification has helped to sharpen and clarify the nature of the Life-Skills Education Model and has led to specific staff training and curriculum production activities which are currently in operation. Both models retain sufficient flexibility which encourages the naturalistic emergence of individualized student-teacher interaction within a framework that permits unit-by-unit evaluation as well as evaluation across treatments.

The present revised design calls for two Life-Skills Education models (treatments) which are designated: The Experience Centered-Model and The Content Centered Model. Described briefly below are summaries of the objectives, the processes, the phases of implementation and the role of the Life-Skills Educator for each of these two major curriculum models.

The Experience Centered Model

Objective: The development and documentation, by the trainees themselves, of successful experiences in life-like or real-life situations under the guidance of the Life-Skills Educator. These experiences, in the five areas of life-responsibility training, are planned, implemented, evaluated and recorded by the trainees themselves to the fullest extent possible. Hence the curriculum grows out of their experience and involves the development of a full complement of personal and social skills.

The Process: The major impetus for this development process is provided by the trainees' felt needs and interests. It evolves through three levels of increasing power and skill in each of which the sequence of thought, action and consequence, elicited by the Life-Skills Educator, provides both direction and documentation. A diagram and description of the process is presented below.

LEVEL I

Enhancing the Self as a Contributor

Through carefully led group discussions the trainee comes to see himself as a valuable contributor. His present store of information is elicited and given recognition. His comments and insights are recorded and dignified in print. His needs and interests are explored and noted. He discusses the value of his present knowledge and what further knowledge could mean to him.

LEVEL II

Enhancing the Self as a Learner

Confident because of the recognition given to him and his peers as knowledgeable persons capable of contributing something of value to the group, the trainee is encouraged to become an expert in some aspect of the life-responsibility area that interests him. He is guided in his search for expertise to people, experiences, places, books and other media as additional sources of information. With his new information, the trainee (actually a team of two or three) reports back to the group in a more formal manner, for example, in a panel discussion or verbal presentation to the group. These reports are tape recorded and typed (with minor correction where necessary). The trainee's confidence as a learner and contributor is further enhanced. Opportunities to improve verbal communication skills are provided. The group discusses the various reports and is guided by the Educator toward the formulation of tentative action plans for improving an aspect of their community which here can mean the community of their group, the Project as a whole, their neighborhood, Bedford-Stuyvesant or even the city itself.

LEVEL III Enhancing the Self as an Effective Person

The trainees select a course of action and plan it in detail, delineating and assigning tasks to each other. The action plan is carried out and a formal written presentation of the experience is prepared by the group. Organizational and social skills are developed here as well as personal and academic skills such as written expression, spelling, syntax and the like. Finally, the group discusses the value and import of the action project in terms of its effectiveness in itself and for their own development.

Flexibility: The individual trainee no matter what his level of self-confidence and basic skill can be readily accomodated within this model. As the group proceeds through the three levels in successive projects in the five life-responsibility areas the Life-Skills Educator encourages each one to participate more and more fully in the learning process by assuming more active roles. He can readily maintain an accepting atmosphere within the group to support the slower and less gifted trainee and guide the more capable toward helping him by means of double-teaming them or influencing in other ways the formation of small sub-groups.

Role of the Life-Skills Educator: As indicated above, the Life-Skills Educator guides the trainees in the exploration of self, family and community. He brings maturity to the situation; ensures adequate coverage of the life-responsibility areas; encourages and counsels them and helps them develop effective and satisfying styles of learning, problem solving, evaluation and reflection. He serves as a source of information and a guide to other avenues of learning.

The Content Centered Model

Objectives: The development of five life-responsibility curriculum units, each composed of a number of sub-units organized in terms of lessons. The content is closely tied to the trainees' needs and interests as perceived and continually monitored by the Life-Skills Educator. It is an enriched curriculum utilizing off-the-shelf and home-grown materials, a wide variety of audio-visual aids and relying heavily on group discussion methods of stimulating interest and fostering comprehension. Each unit incorporates lessons in all the basic skill subjects and communication arts, that is, reading, writing, speaking, computation, social studies and so on.

The Process: Curriculum development within this model proceeds in several stages as indicated below.

Stage I Selecting the Syllabus

Under the guidance of a teaching supervisor the Life-Skills Educators formulate a syllabus for a life-responsibility area bringing to bear their intimate knowledge of the trainees needs and interests and suggestions trainees may have made as to topics.

Stage II Planning the Lesson

The Life-Skills Educators with the help of the supervisor prepare lesson plans for sub-topic treatment. They search out curriculum materials for implementing the lesson plan, drawing from ready-made materials such as books, magazines, newspapers, films, records, tec. They also produce home-grown materials where they seem more appropriate or where published materials is lacking. Field trips and group projects are included in these plans and are developed similarly.

Stage III Evaluating and Revising

These lesson plans are tried out in the classroom attention being given to their ability to interest and inform the trainees. The Educators and the supervisor discuss and evaluate the plans, revising as necessary.

Flexibility: In addition to being closely tied to the training populations's needs and interests, the content centered curriculum as developed in TRY is also superior to the traditional curriculum in other ways. It can better keep pace with changing patterns of interests and needs of the trainees since it is continually monitored and revised. It's lesson units are so developed that one stands more or less independent of the other so that sequencing can be suited to the group processes in the classroom, the availability of materials, current events of interest in the communiyt, etc. It brings all the skill areas into practice within a lesson of interest to the trainee obviating the problems of disliked subjects.

Role of the Life-Skills Educator: As indicated above, the Life-Skills Educator has the prime responsibility for preparing, organizing and revising curriculum relevant to the trainees world and implementing it in an effective way in the classroom. He functions in much the same way as the traditionally effective teacher with more freedom and flexibility.

4. Evaluation of Curriculum Materials

To assist in establishing a beginning curriculum for Life-Skills Education, TRY was able to obtain reading and math programs used in Job Corps Conservation Centers as well as a basic trainee library. To our knowledge there have been almost no attempts to evaluate thoroughly the utility of these materials. The hypothesis has been frequently raised that the successful completion of a programmed instructional kit for reading and math may not prepare the trainee for generalizing his newly acquired skills to real life applications. We intend to evaluate these and other materials in terms of their functional usefulness as a means of preparing young men for the world of work. The programmed instructional approach will be compared with other techniques or combinations of techniques for the teaching of reading and math.

5. The Development of an Electronic Data Processing System

Together with Reliable Systems, Inc., the staff of S D & E have made a detailed analysis of the steps to be accomplished in translating the research design into a fully implemented computer based data collection, coding, storing, processing and feedback system. In addition, we are constructing an interim system in order to maintain and service current program operations which is compatible with the final system. In addition to these analyses and the recommendations based upon them, work is currently underway on both interim and final systems design. The major objectives can be summarized as follows:

a. Identification and definition of basic variables to be used in describing the trainee population, the staff, and their interaction and/or change over time.

b. Selection of measurements for each variable over 6 major classes or categories of variable.

c. Determination of concrete procedures and frequency in obtaining these measurements, including manpower requirements in this and other divisions.

d. Design of sets of forms for use in each division for recording raw data, and procedures for coding, collection, distribution and central storage of such data.

e. Specification of procedures for maintaining and updating data on a regular basis.

f. Designing required reports ("output" format) to display results and for distribution to staff at appropriate levels (i.e. "feedback procedures").

g. Design of an electronic data processing system to record, store and perform calculations upon the raw data in order to evaluate trainee, staff and program.

h. In consultation with Data Processing Service Bureaus, selection of the appropriate machine configuration, taking into account the available budget and the volume of work to be performed within required time parameters.

i. Conduct pilot "dry runs" upon the system to check both its reliability and utility.

j. Final Selection of Service Bureaus and recommendations for the letting of contracts, with prior approval of S D & E.

k. Preparation of a research manual of operating procedures for all divisions.

SUMMARY

This report has described the current status of U.S.O.E. Grant #OEG-1-068503-1471, its major purposes and objectives, and the relationship of the activities covered under the terms of this grant to the development of the research design and the elaboration of Life-Skills Education curricula. The current document is submitted as an interim report of activities during the period July 1, 1966-March 31, 1967. It is understood that a final report will be submitted on or before September 30, 1967 at which date this grant will be terminated.

APPENDIX A

ABSTRACT
OF THE
TRAINING RESOURCES FOR YOUTH
PROPOSAL

ERRATA

Page 2, lines 3-4

Delete: "As many trainees as possible......."

Should read: "A test group or approximately 100 trainees will be housed in Brownstone houses located in the community".

ADDENDUM

Please note: Project TRY began intake of trainees on December 5, 1966. As of the first week in April approximately 190 trainees are enrolled in the program.

TRAINING RESOURCES FOR YOUTH, INC.

A PROPOSAL ABSTRACT

March, 1966

A BRIEF DESCRIPTION OF

A PROPOSAL

FOR:	A special youth training project with experimental and demonstration units to be located in the Bedford-Stuyvesant section of Brooklyn.
TO:	*The U.S. Office of Economic Opportunity in accordance with the provisions of Title II of the Economic Opportunity Act of 1964, through the New York City Anti-Poverty Operations Board.
	*The U.S. Office of Education, in accordance with the provisions of Title II of the Economic Opportunity Act of 1964, through the Division of Vocational and Technical Education.
	And in accordance with the provisions of Title II of the Manpower Development and Training Act of 1962, through the New York State Department of Vocational Education.
	*The U.S. Office of Manpower, Automation and Training of the U.S. Department of Labor under Titles I and II of the Manpower Development and Training Act of 1962, through the U.S. Office of Manpower, Automation, and Training.
FROM:	TRAINING RESOURCES FOR YOUTH, INC. 1121 Bedford Avenue Brooklyn, New York, 11216

Telephone: (212) 622-2636
(212) 622-6140

Contact Officer: Paul H. Sharar

CHAPTER I INTRODUCTION

Submission Comments

This proposal is submitted by Training Resources for Youth, Inc. Agencies to which the proposal is being submitted through the appropriate city and state channels are: The Office of Economic Opportunity under the provisions of Title II of the Economic Opportunity Act of 1964; the U. S. Office of Education under the provisions of the Vocational Education Act of 1963, and under the provisions of the Manpower Act of 1962. Clearances and endorsements from local anti-poverty planning groups and the New York City Anti-Poverty Operations Board have been obtained.

Proposal Abstract

Training Resources for Youth, Inc., an independent membership corporation under the laws of New York State formed to conduct a demonstration training center for out-of-school, out-of-work or under-employed male youth aged 17-21. The basic goals of the Project are two-fold:

(1) To provide a comprehensive educational environment in which youth from the "culture of poverty" can learn the necessary vocational, personal, and social skills which are essential for living effectively in the "culture of achievement".

(2) To develop sound methods and techniques for producing positive changes in the attitudes and behaviors of deprived youth. These will include new approaches to counseling, more appropriate tests, a new Life Skills Education curriculum, a comprehensive approach to vocational training, more effective evaluation and research methods, intensive recruitment and placement procedures, and new roles for professionals and sub-professionals.

The youth and as many staff as possible will be recruited from the area of Bedford-Stuyvesant and adjacent sections of Brooklyn where there is a high incidence of poverty. The Project will offer training in six occupations: automotive-diesel service and repair, food service, vending machine service and repair business and clerical machine service and repair, heating-refrigeration and applicance repair and service. It will also provide an integrated program of basic and life skills education and physical education. An opportunity for work experience in trade-related jobs will be provided as well as counseling, medical, legal, and social work services. As many trainees as possible will be housed in brownstone houses in the community. Placement and follow-through services including post-training counseling and an alumni club will be provided to participants when training is completed.

During the first year of project operation, six hundred youth will be brought into the program at the rate of 125 per month for five months. It is estimated that trainees will stay in the Project approximately 9-18 months with an average duration of one year.

During the first year, a number of key problem areas will be selected for special study. They will include: identifying and developing curricula for new occupations, training sub-professional youth advisors, providing multi-discipline services for youth with the most serious learning problems, developing instrumented reading programs, and detailing a new Life Skills curriculum. Continuous evaluation of these special projects and the overall educational program will provide feedback so that informed decisions regarding program modifications can be achieved rapidly and efficiently. In addition, an intensive staff training program will be developed and instituted.

The Life Skills Education curriculum is a new approach to the problem of re-educating the disadvantaged adolescent. It is designed to effect positive attitudinal and behavioral changes in the trainee through a series of action projects wherein the student learns competence in deriving and applying knowledge to practical life situations. The Areas of Life Responsibility emphasized in this curriculum are: Developing and maintaining the self, psychologically and physically; Preparing for a career; Managing home and family responsibilities; Using leisure-time productively; and Participating effectively in the community.

The Project is designed to utilize to the fullest the resources of New York City and, in particular, those of Bedford-Stuyvesant. The training program provides for numerous field-trip visits to places of business, industrial shops, and social and cultural institutions. In particular, several curriculum units of Life Skills Education will provide for an intensive study of community resources. Part-time work experience while the youth are in the Project will acquaint them with the realities of employment in the city.

Occupational training will be conducted on a sub-contract basis with Philco Corporation and Interstate United Corporation. Curriculum development, research studies, and staff training will be carried out in cooperation with universities and colleges which have expressed interest in providing student interns, professional consultation on educational problems, and specialized services. A committee of industrialists will assist in overcoming problems of placement. Committees of the Board of Directors will enlist the services of local citizens to assist project youth as they graduate from the training program.

CHAPTER II THE PROBLEMS OF POVERTY IN BEDFORD-STUYVESANT

The nature of the economic, political, educational and social aspects of the problems of poverty are well documented. These problems are particularly acute in Bedford-Stuyvesant, the largest urban Negro community in the North. It is an area characterized by high population density, high rates of unemployment, deteriorating housing, overcrowded schools with insufficient staff, a high rate of school drop-outs, broken families, poor health and an alarmingly high incidence of social pathologies such as juvenile crime, dope addiction, alcoholism and mental illness. Ironically, with the rapid shifts in population in the past two decades, which increased the severity of community problems, fewer organizations and services providing leadership and community cohesiveness remained. Therefore, in order to begin to deal effectively with these critical social problems, older established social institutions must be rejuvenated and newer ones created to implement carefully coordinated and comprehensive programs.

Among the most immediate needs are: large scale rehabilitation of housing, the development of local industry and job opportunities, improved schools, new programs for pre-school children, enrichment programs for school age children, retraining programs for adolescent drop-outs, family counseling, health and legal services, programs for upgrading and retraining adult workers, child care clinics, mental health services, community action programs, increased recreational and cultural facilities, and many others.

Because of the YMCA's historical traditions of service to youth, and in particular, its experience in running a highly successful Youth and Work Training Program during the past three years, TRY has chosen to focus upon the problem of re-educating and re-training disadvantaged adolescents, aged 17-21. The Project will be coordinated with other community efforts.

CHAPTER III A MODEL FOR CHANGE

Successful programs for effecting lasting psycho-social change require firm theoretical foundations which take into account basic behavioral principles and relevant human experiences. A well thought-out model insures that all program elements are fully coordinated and directed toward a central set of goals.

The TRY program is based on a model which asserts that the consistent patterns of behavior which constitute an individual's life style (personality) are maintained by both internal psychological and external environmental forces and expectations. Changes in life style are effected by 1) altering the external forces in order to confront the indivdual with positive experiences and eliminate negative ones, and 2) helping the individual to internalize new life styles by assisting him to reflect upon the new experiences, to develop skills at perceiving the relationship between his own actions and their consequences, and to take increasing amounts of initiative in making choices about his life.

The severely limited life style of the socially deprived adolescent is maintained in a precarious state of equilibrium by a complex of environmental forces (punishing relationships with adults, unemployment, poor housing, school failure, broken families, etc.) which constantly impel him in the direction of increasing social alienation and rebellion. In order to change his life style, a new positive learning environment must be provided which will eliminate the negative conditions and confront the youth with new alternatives. A practical and meaningful educational program, directed toward the specific needs of the deprived adolescent and utilizing his strengths is essential. A series of graded, action-centered activities, with time to reflect upon their significance, will encourage the development of new modes of behavior which will be constantly and systematically reinforced in the class room, in the shop, in recreation, in residence and through community involvement.

CHAPTER IV THE TRAINING RESOURCES FOR YOUTH PROGRAM

An Overview

After being recruited for the program, and after clearances have been obtained from family and school, the youth admitted for training will be oriented to the Project, evaluated, and assisted in making a choice in one of six occupations. He will also be assigned to a Life Skills Education group with fourteen other trainees, and will select a recreation program. The leader of the Life Skills Education group will conduct counseling sessions in order to help the trainee coordinate his program, give him support, and help him to resolve personal difficulties as they arise.

The daily program for each youth is about seven to eight hours long with additional scheduled voluntary activities. It includes about three hours of occupational training, three hours of Life Skills Education, and one to two hours of sports and recreational activities. This basic schedule is flexibly administered depending on the immediate needs of the youth as determined by the youth and his Life Skills Educator. (For example, some youth might need work experience immediately upon entering the program; other youth might need more than three hours per day of vocational training for a period of time.) Toward the end of the program, each youth works with special placement counselors, is assisted in finding a job, and provided with follow-through services such as; post-training counseling, an alumni club, and recreational programs. (See flow chart at the end of the abstract).

Vocational Training and Work Experiences

Vocational training will be offered in six occupations: (1) automotive diesel service and repair, (2) food service, (3) vending machine service and repair, (4) business machine service and repair, (5) heating and refrigeration service and maintenance, and (6) appliance service and repair. The new training programs will be self-pacing and will be geared to the reading and math levels of participants. Intermediate job skill pay-offs will be provided in each curriculum so that youth can enter part-time occupationally relevant work experiences. For example, after the first several months of training in auto mechanics, a trainee would work as a service station attendant. After several more months of training, he might work as an assistant mechanic. After several more months, he might begin to specialize and then work as a bench mechanic, parts man, transmission specialist, etc.

The Vocational Training program with its related work experience will give trainees the opportunity to learn vital job-related skills in a supportive environment.

As indicated, the last portion of each training program will provide several tracks for specialization. One of these tracks in each program will offer training skills necessary for small business management related to each of these occupations. New training materials will be developed as appropriate.

Life Skills Education

Life Skills Education is a comprehensive experience-centered program designed to effect changes in the psycho-social attitudes and behaviors of disadvantaged adolescents so that they will function more effectively as workers, students, husbands, fathers and citizens. To accomplish this goal, the traditional roles of the classroom teacher and the counselor have been combined in a new curriculum that provides each trainee, through a series of planned, graded activities, with an opportunity to gain increasing competence in deriving and applying knowledge to practical life situations. The curriculum is divided into five major "Areas of Life Responsibility" as follows: developing and maintaining the self physically and psychologically; managing a career; using leisure time productively; managing home and family responsibilities; and participating effectively in the community.

Basic verbal and computational skills necessary for competence in handling life responsibilities will be taught as an integral part of the Life Skills curriculum. New reading and visual-aid materials specifically designed for disadvantaged youth will be developed as appropriate.

Life Skills Materials Evaluation and Development

It will be necessary to review existing written and audio visual materials developed elsewhere to determine what is useful for helping disadvantaged youth to learn. In addition, graded reading matter and visual aids materials will have to be devised to correspond with the content of the Life-Skills curriculum. At present, there is relatively little, really good material available that is both geared to the reading levels of disadvantaged youths and appropriate for them in terms of content. Materials must be designed to convey information relevant to practical life situations and to take into account the verbal deficiencies and motivational needs of trainees.

Remediation

Many of the trainees will exhibit severe reading problems. Poor reading ability was, in fact a major reason for their ever-increasing difficulty in mastering school subjects, which contributed in large measure to their failure as students. Remediation specialists will be concerned with the refinement of existing techniques and the development of new methods of teaching reading efficiently, utilizing available technology. The focus during the first year of the Project will be on the construction of programs for diagnosis and remediation. The basic objectives will be; 1) to define the essential reading sub-skills that must be mastered in order to obtain different levels of reading competence, 2) to develop approporiate diagnostic procedures for assessing sub-skill performance, 3) to develop reading and math remediation programs that can be incorporated as a part of life skills education.

Recreation and Physical Education

Physical education and a variety of recreation activities will be offered in the Project. Sample activities are: woodworking, dramatics, public speaking, a project newspaper, musical and choral activities, athletics, dance and various art programs. The intent of the program is to provide another important area wherein trainees can gain a sense of competence, learn how to use their leisure time profitably, and come to know the activities and cultural resources of the city. In the YMCA Youth and Work Project, it was found that many of the most significant breakthroughs in reaching and involving youth occurred through the more informal recreational activities. Therefore this program will not only permit new avenues of individual expression, but will serve as another means by which highly significant learning about self and others can take place.

Youth Services

In addition to formal training a variety of special program units are necessary to provide supportive services to youth as they move through the Project. These special services include: recruitment; intake and evaluation; housing; medical, dental, legal and social work services; and post-training follow-through services to supplement placement.

Recruitment

Recruitment represents the first step in moving the disadvantaged adolescent from the street corner to a place in the economic and social mainstream of our society. The trainees will be recruited by:

(1) Referrals from community agencies and individuals
(2) Public announcements and advertisements
(3) An active outreach program

There are currently twenty agencies in the community that refer youth to the YMCA Youth and Work Project. It is anticipated that referrals from these and other sources will increase. The training program will also be announced on the radio, on television and in the local newspapers. The second largest source of trainees will be through these media. An effort will be made through an active outreach program to reach the "passive one-third" of the trainee population who have little or no contact with any agency and do not respond to announcements. Since there are 77,000 out-of-school, out-of-work youth in New York City, little difficulty is anticipated in recruiting sufficient numbers of youth.

Intake and Evaluation

Following an initial tooling-up period, the Intake and Evaluation unit will process a sufficient number of youth to insure an admission rate to the Project of about one hundred twenty-five per month for the first five months. A level of six hundred trainees will be maintained for the remainder of the first year.

The major functions of Intake and Evaluation are:

(1) To provide initial screening and evaluation of all potential candidates. This will include medical, dental, and psycho-social evaluation.

(2) To obtain the necessary school and family clearances and to conduct an orientation period for all trainees. The specific nature

of the various program units will be thoroughly described and demonstrated.

(3) To make initial assignments within the Project in cooperation with representatives from each of the major training units. The assessed aptitudes, interests and abilities of the trainees will be a determining fact in these assignments, as well as individual preferences.

(4) To maintain records of initial data concerning each trainee for purposes of evaluation and refinement of procedures.

Special Services

This unit includes medical, dental, legal and social work services. It will have major responsibility for such activities as operating first aid stations, coordinating and implementing medical and dental treatment as required, providing personal legal services for the trainees in cases where such services are not otherwise available, providing a variety of necessary casework services which include assistance with family problems, relations with other agencies, and referrals for services not available within the Project.

Housing

It would be desirable for all trainees to have the opportunity to live within the Project. However, budgetary considerations make it necessary to limit the number of trainees who can be so accommodated. Housing will provide them with a place to study and be alone, and an informal setting where positive relationships with interested adult advisors and other youth can develop. Those trainees to whom residence will be available will be housed in small brownstone units located in the community.

Placement

An effective job development and placement program is essential to sustain the motivation of the trainees during the period of their training. The prospect of employment gives meaning to the training program. The experience of placing youth in jobs insures the feedback of information which is necessary to modify the training curriculum in order to take into account employment realities.

There is good employment potential in each of the six occupations which will be offered in the TRY program. The occupations selected have the following characteristics:

(1) There is a high present and future demand for skilled workers in these job areas.

(2) Entry jobs in these occupations are available to persons with reading and math ability at no higher than the ninth grade level.

(3) There is opportunity for upward mobility in the occupation through further training.

(4) These occupational areas are relatively free from the effects of automation and are fields of growth rather than of diminishing employment.

(5) These occupations are relatively free from seasonal lay-off problems and minority group - union problems.

The TRY Project has assurances from Philco Corporation, Interstate United Corporation (Brass Rail Restaurants), and a number of major petroleum companies for assistance in employing graduates of the program. As each trainee approaches the end of the training program, he will be evaluated by placement counselors who will attempt to match him with available job opportunities. Placement counselors will conduct periodic on-the-job counseling with both the trainee and the employer to assist in effecting a lasting job adjustment. If for any reason employment is terminated, the placement counselor will be available to assist the trainee in locating other suitable employment.

Follow-through Services

For many trainees the transitional period between the training environment and adjustment to the demands of living and working in the community will be a difficult one. A variety of services are essential in order to give him the necessary support and assistance during this critical period. Alumni clubs, post-training counseling, recreation and assistance with family and housing problems will be offered as long as is necessary to insure successful adjustment. As much as possible, citizens from the community will be be enlisted to help with these programs. Involvement of local volunteers will serve as an indication to the trainee of the community's continued interest in his welfare.

Follow-through and placement services represent the final stage in the reintegration of these young men into the social and economic mainstream of the community.

CHAPTER V THE TRAINEE AND THE PROGRAM

The model which has shaped the TRY Proposal emphasizes that the structure of an environment plays a major role in determining the way an individual behaves. In the design of the TRY program, therefore, much emphasis is placed upon the nature of staff-trainee relationships, questions of responsibility and individual freedom, the scheduling of the trainee's time, and ways in which these external guidelines for behavior will be internalized by the trainee. Psycho-social development of trainees will be achieved by a program organization which will assist the trainee in the gradual transition from his perception of relatively few alternative choices, to increasing awareness that responsibility for choosing lies with the individual. The trainee enhances his own sense of competency and self-worth while learning valuable skills for relating with others, regulating his own behavior and making the most of his time and energy. Student representatives will have a primary role in setting and maintaining standards of conduct as well as participating in program planning for the design of their own schedules as they progress through the program.

CHAPTER VI PROGRAM EVALUATION

Program evaluation and development is an integral part of the TRY Proposal. Its chief function is to provide information on an on-going basis of what is happening in the Project so that informed decisions may be regularly made about how to improve the program. As such, evaluation plays a role in accelerating the process of change by providing feedback information about trainee progress, staff performance, and program unit effectiveness. The evaluation design integrates traditional social science research techniques with industrial quality control and change research models. It also provides for the overall description and interpretation of results of the TRY Project. This effort will demonstrate how organically integrated evaluation can greatly facilitate the self-correction of trainees, staff, and the educational system itself.

Special Developmental Projects

Learning Laboratory

It is anticipated that a certain number of youth will evidence severe multiple learning problems. These youth will, in effect, represent the educational rejects of the TRY Project. They will need intensive programs of diagnosis and remediation for reading and math difficulties, emotional problems and other learning disabilities. Specialists in each of these areas will concentrate on overcoming the basic deficiencies in order that the trainees may be retained within the Project.

Youth Advisor

One of the consistent difficulties in providing services, including education, for the deprived is the problem of communication across social class barriers. Those providing services often cannot effectively establish the kind of two-way communication necessary if learning is to take place. Mature individuals, indigenous to the local community, who may lack formal educational preparation will be hired as assistants in several phases of the program. Indigenous staff can materially improve the quality of communication. In addition, the use of such personnel will provide the opportunity to define new sub-professional roles and to provide meaningful employment for talented individuals, who, because of social deprivation, lack the academic qualifications traditionally required for such employment. In-service training programs will be developed to train indigenous Youth Advisors as Recruitment and Intake Advisors, Life Skills Advisors, Recreation and Physical Education Advisors, and Placement and Follow-through Advisors. It is anticipated that during the first year of the Project, new career lines for Youth Advisors will be identified, and appropriate selection and training procedures devised, which will have significance for this and other projects.

Staff Training and Development

Maintenance of good communication, esprit de corps and quick responsiveness to emerging opportunities or problems requires a creative on-goining staff development program, using all the formal and informal means at its disposal. The education problems with which the TRY Project will deal require a well-trained flexible and able staff. The variety of educational innovations in the Project will make it necessary to supplement the formal educational backgrounds and conventional experiences that most of the staff will bring to the Project, with additional training, specifically geared to the needs of the deprived adolescent and the TRY educational system. Following orientation to the Project, a continuing program of in-service training, in cooperation with the representatives of local universities and senior staff members, will be provided for each professional and sub-professional staff member. Training will include: weekly in-service seminars, conducted by qualified staff members or university consultants; inter and intra-disciplinary case conferences; and formal courses at universities. Daily training will occur in supervisory sessions necessary to the conduct of the program. It is expected that a number of internships in educational and social science disciplines can be instituted in cooperation with local universities. This will provide additional stimulus to the staff, and help to maintain continuing relationships with the local educational community. It is also expected that there can be some transfer of personnel between staffs of the local schools and the TRY Project.

of other members of the S.D. & E. Division; Robert Wolsch, Assistant Director, Frank Boxwill, Senior Research Associate, James D. Wynne, Senior Curriculum Specialist and Roland Canaday, Systems Engineer, Reliable Systems, Inc. We would like to express our appreciation to Mr. Walter Mylecraine, Associate Commissioner, U.S. Office of Education and Mr. Thomas O'Hare, Project Officer, U.S. Office of Education for their support in arranging for the extension of this grant so that its full purposes could be achieved.

CHAPTER VII PROJECT MANAGEMENT

The TRY Project has been organized as a non-profit, membership corporation. Membership of its Board of Directors includes: representatives of the Bedford-Stuyvesant community, members of the poor and individuals from the Greater New York metropolitan area who provide links with industry, education and the professions. Advisory committees of the Board of Directors are being formed to deal with specific problems which can be anticipated during the course of the Project. To be responsible to funding agencies, the public-at-large and the community, management will establish a strong system of internal operating and financial communication with the Board and a sound information-exchange program with the community and the public.

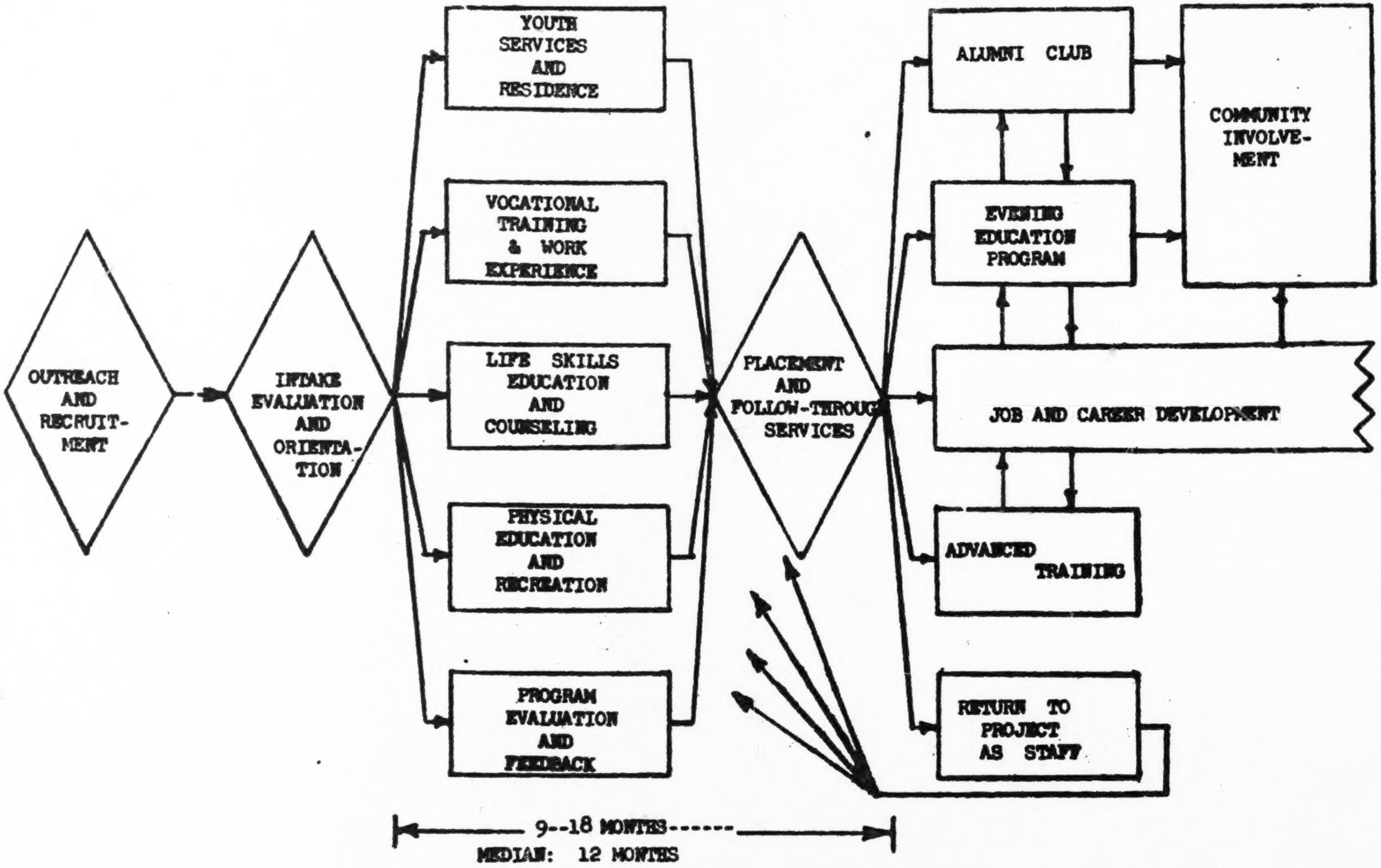
It is anticipated that there will be a three month tooling-up period from the date of the signing of contracts until the first 125 trainees are admitted to the program. Thereafter, trainees will be admitted at the rate of approximately one hundred twenty-five per month for a period of five months until the first-year operating level of 600 trainees has been reached allowing for initial attrition. Recruitment of staff will be phased in accordingly, in such a way as to permit them to be oriented to the program and given preliminary training prior to the assumption of line duties. During the tooling-up period, necessary preparations such as the detailing of training curricula, the renovation of buildings and the purchase of equipment will take place.

It is expected that a majority of staff will come from the local community and the Greater New York City area.

A survey of YMCA and other facilities indicates that there is adequate space for housing the Project in the Bedford branch of the YMCA. This branch will be utilized as fully as practicable for purposes of training, physical education and recreation, classrooms, and office space. Residence areas will be leased from local property owners. The composition of the Board of Directors for the TRY Project indicates, in part, TRY's interest in obtaining high level management assistance to insure a competent operation.

TRAINING RESOURCES FOR YOUTH

FLOW DIAGRAM OF YOUTH DEVELOPMENT-3/65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ALUMNI CLUB
EVENING EDUCATION PROGRAM
JOB AND CAREER DEVELOPMENT
ADVANCED TRAINING
RETURN TO PROJECT AS STAFF
COMMUNITY INVOLVE-MENT
9--18 MONTHS------
MEDIAN: 12 MONTHS

APPENDIX B

PRELIMINARY EVALUATION PLAN

Confidential Report #9

OUTLINE

OF THE

PRELIMINARY EVALUATION PLAN

TRAINING RESOURCES FOR YOUTH, INC.

July, 1966

Prepared by the Systems Development & Evaluation Staff, TRY, Inc.

Dr. Winthrop R. Adkins - Director
Dr. Sidney Rosenberg - Assoc. Director
Dr. Timothy P. Dineen - Ass't Director

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CHAPTER I

Introduction

A. This document represents the initial comprehensive evaluation plan for the TRY Project. The emphasis is on the first 15 months of operation. Further modifications and refinements will reflect the results of a series of consultations with members of the Research Advisory Panel.

The Training Resources for Youth Project, which has been developed over the past two years, is a comprehensive, experimental-demonstration training program for 17 to 21 year old, male, out-of-school, out-of-work youth, who reside in the ghetto community of Bedford-Stuyvesant in Brooklyn, New York. References to the large bound copy of the TRY Proposal, and the shorter Abstract, copies of which you have received, will indicate the integral role that systematic evaluation will play in the on-going operation and future development of this Project. It should be noted that the program and the evaluation designs are so interrelated that neither can be fully understood without reference to the other.

The TRY Project is being funded through the U. S. Office of Education, with joint support from the U. S. Department of Labor and the U. S. Office of Economic Opportunity, for a period of at least three years and possibly longer. It is estimated that the budget for the first 15 months will be around four million dollars of which approximately 6% will be allocated to evaluation and development activities.

The major goal of this experimental-demonstration project is to develop a variety of more effective methods, techniques, and systems for producing positive attitudinal and behavioral changes in disadvantaged youth so that they may become employed, self-supporting, and productive citizens. The theoretical basis on which such attitudinal and behavioral changes are predicated is made explicit in chapter three of the TRY Proposal. We have, insofar as possible, attempted to reflect these concepts in the design of the educational programs and the structure of the Project.

The Systems Development and Evaluation Department is the research and development arm of the TRY Project. In addition to conducting research studies dealing with the developmental and longitudinal aspects of the TRY Program, it has a major responsibility for insuring, through systematic self-study, the continual refinement of the educational process. In carrying out a monitoring, self-study role, in a project designed, in part, by evaluation personnel, the issue of objectivity becomes an important factor. With this in mind, we have proposed the establishment of a Research Advisory Panel, composed of distinguished social scientists whose functions it will be to help insure objectivity and the application of the highest professional standards. We have conceived of this as a "Research Audit" function. As indicated in the last chapter, entitled "The Role of the TRY Research Advisory Panel," the Panel will assist in the refinement and perfection of the Evaluation Design and help to develop the procedure for implementing the "Research Audit" function. The U. S. Office of Education has recently awarded the TRY Project a Small Grants Award specifically to defray the cost of carrying out these two responsibilities. Drs. Winthrop R. Adkins, Timothy P. Dineen, and Sidney Rosenberg have been appointed Principal Investigators and have been charged with the responsibility for implementing this grant.

B. Phases of Development - Current Status

The TRY Project was developed over a period of 2 years, culminating in the award of a grant of 4.3 million dollars, effective July 1, 1966. A single contract, to be administered through the U. S. Office of Education, includes support from the Office of Economic Opportunity, the U. S. Department of Labor, the New York State Vocational Education Department, as well as the Department of Health, Education and Welfare. The steps involved in establishing this unique funding arrangement can be broken down into the following phases:

Phase I - March 1964 - June 1965.

During this period a small core of development personnel, operating through the Vocational Service Center of the YMCA of Greater New York, brought together the resources of the YMCA, the community leadership of Bedford-Stuyvesant, representatives of the business community of the city, and interested officials at the City, State and Federal level.

In April, 1965 funds for development of a proposal were provided through the N. Y. City Anti-Poverty Operations Board which greatly supplemented the support provided by the YMCA. In June of 1965 the proposal document itself was completed.

Phase II - July 1965 - June 1966

During this period the laborious process of negotiating with three separate Federal and one major State Agency was initiated. A series of meetings were held with government officials during which detailed budgets were developed, revised several times and basic agreement reached. Concurrently, substantive program issues were debated, revised and the proposal was processed through the series of review panels for the approval of each of the agencies involved. This involved numerous trips to Washington, 5 separate budget revisions, the preparation of 4 separate addenda to the basic proposal, and the maintenance of community good will and interest in the face of continued delay. Four separate extensions of N. Y. City Anti-Poverty Operations Board support were required, with the result that considerable uncertainty existed on an almost month-to-month basis during this critical year. The effect of this uncertainty on morale and on our efforts to recruit high-level professional personnel was profound. Since staff was limited it was absolutely necessary for each staff member to spread himself thin, and to involve himself in the solution of each of the numerous crises that arose. As a result, those individuals who are now the core of the Systems Development & Evaluation department played a critical and continuous role in organizational, financial, administrative, community relations and personnel-recruitment areas as well as actively participating in negotiations, in addition to the preparation of the curriculum and evaluation designs. This is the inevitable price of creating a comprehensive educational institution, in which evaluation is an integral part of the initial design of the program.

The staff of the S. D. & E. department has only recently, and under numerous constraints, completed this preliminary draft of an evaluation system and has only now begun to turn its full attention to the range of developmental and research questions which must be resolved within the next 4 - 6 months.

Phase III - Current Status and Future Developments

The present document is an outline of an approach to systems evaluation as currently conceived, for review by staff and the Research Advisory Panel. The schedule of activities for the S. D. & E. staff during the next 6 months are generally as follows:

1. Continued active recruitment of 13 additional professional-level staff members.
2. Thorough review of pertinent professional and project literature such as theories of learning, positive mental health, vocational development, etc.
3. Development of criteria and selection of instruments and techniques for program-wide personnel selection, and for the screening and selection of trainees.
4. Development of specific sampling procedures for selection of the student population.
5. Development and/or selection of methods and instruments for evaluating trainees and staff.
6. Continue the development of theories of educational and vocational development for the disadvantaged and the specification of implementing operations.
7. Refine procedures for the curriculum development process, and determine areas requiring the production of especially designed new materials.
8. Continue operational refinement of evaluative criteria.
9. Specification, in detail, of data collection and processing procedures.
10. Development of staff-training procedures to orient line personnel to methods and objectives of the evaluation effort.
11. Hold series of individual conferences with members of the Research Advisory Panel.

12. Revise and refine Development and Evaluation Design incorporating ideas from members of the Research Advisory Panel.

13. Hold group conference with Research Advisory Panel (late fall, 1966) on developments and evaluation.

14. Conclude Phase III ("tool-up"), write final revised Development & Evaluation design, and submit to U. S. Office of Education under the terms of the Small Grants Award by January 1, 1967.

Phase III, in broad outline, indicates some of the major tasks which will be accomplished during the tool-up, and prior to the entry of trainees into the Project, scheduled to begin next January. Phase IV, therefore, will involve actual training operations and will, over a period of months, provide empirical data upon which further refinements and revisions of both theory and practice will be based.

CHAPTER II

Overview

A. The Overall Design of the TRY Project

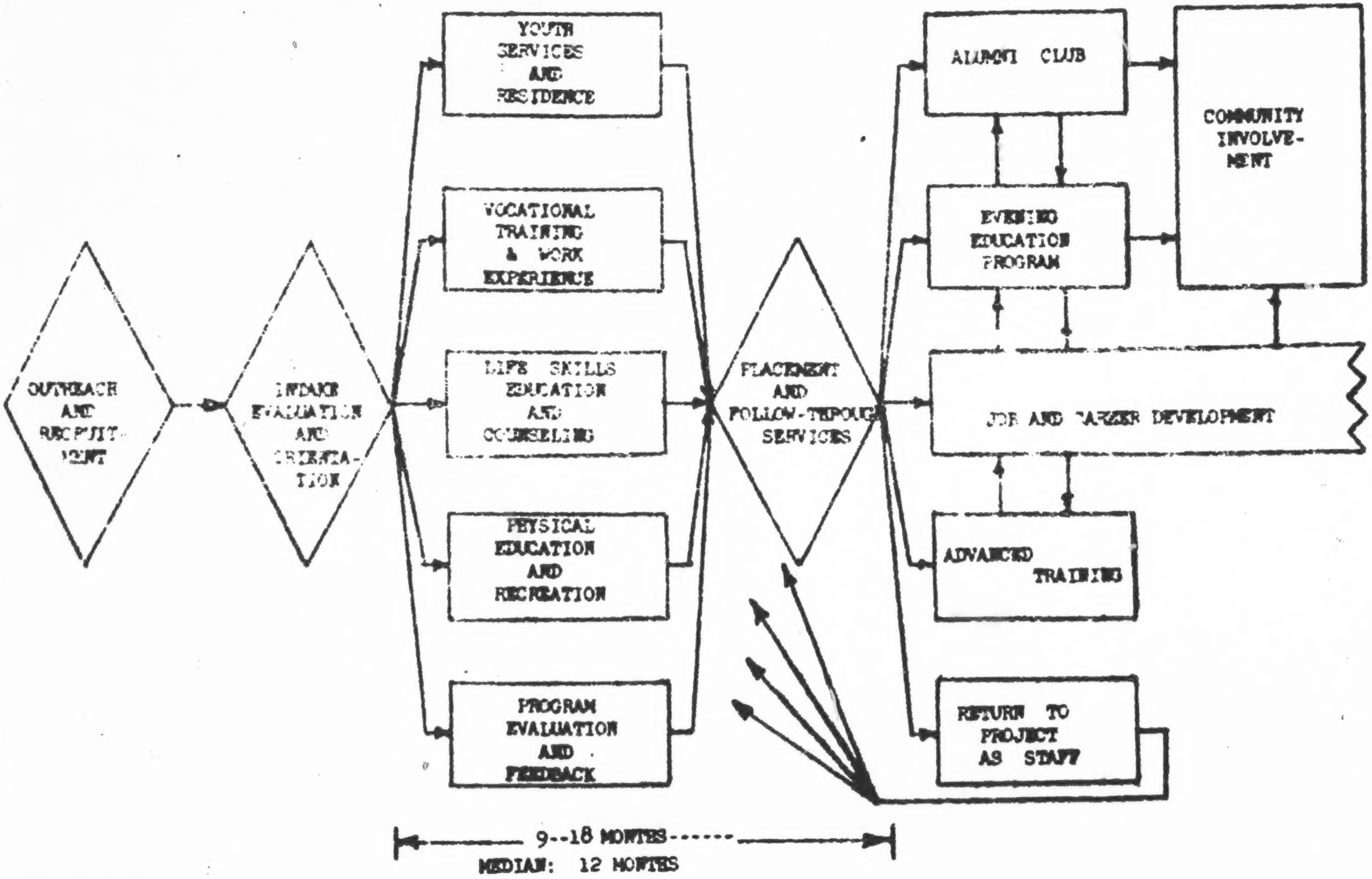
As can be seen in the accompanying flow chart diagram, the TRY Project differs from other training project designs such as Job Corps Centers, community action projects, and Youth Opportunity Centers in that it incorporates all necessary program components ranging from the initial recruitment and intake of youth through training to final job placement and continued follow-up services. Located in the community from which the youth come, and to which many will return to live and work, the TRY Project can be a force for social change with the attendant opportunities and problems which that implies. A detailed description of each component represented in the flow chart can be found in the bound proposal (chapters four and five), and the Abstract.

In brief, the typical trainee will move through the Project in the following general sequence:

After being recruited for the program, and after clearances have been obtained from family and school, the youth admitted for training will be oriented to the Project, evaluated, and assisted in making a choice of one of six occupations (see chapter 4 of the bound Proposal) during his first month in the Project. He will also be assigned to a Life Skills Education group with fourteen other trainees and will select an initial recreation program. The leader of the Life Skills Education group, in addition to his educational function, will conduct regular counseling sessions in order to help the trainee coordinate his program, give him support and help him to

TRAINING RESOURCES FOR YOUTH

FLOW DIAGRAM OF YOUTH DEVELOPMENT-3/66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MEDIAN: 12 MONTHS

VNG

resolve personal difficulties as they arise. For a more detailed description of the "Life Skills Educator" as teacher-counselor see chapter four of the bound TRY Proposal.

The daily program for each youth is about seven to eight hours long with additional scheduled voluntary activities. It includes about three hours of occupational training, three hours of Life Skills Education, and one to two hours of sports and recreational activities. This basic schedule is flexibly administered, depending on the immediate needs of the youth and his Life Skills Educator. Toward the end of his stay in the program, each youth works with special placement counselors, is assisted in finding a job, and provided with follow-through services such as; post-training counseling, and alumni club, and recreational programs.

During the first 15 months of project operation, 600 youth will be enrolled at the rate of 100 a month, for six months. It is estimated that trainees will remain in the Project approximately 9 to 18 months, with an average duration of one year. 100 youth will live in small brownstone house units (14 youth and one staff couple per house).

B. The Centrality of Life-Skills Education

The TRY Project is being funded for the purpose of exploring the kinds of educational and vocational experiences that are most effective in producing attitudinal and behavioral changes in disadvantaged youth. The core of the Project is the Life-Skills Education program. Life-Skills Education represents a central set of learning experiences around which other components of the Project such as vocational education, recreation, residence and job placement are organized. Critical in the Life-Skills Education program is the role of the Life-Skills Educator, i.e., the teacher-counselor and his relation to the individual. The goal of Life Skills is to increase the trainee's capacity to successfully cope with the range of practical real-life problems in living that he will confront as a working adult. For a fuller description of the Life-Skills Education program, see section B, chapter four of the bound proposal, and page five of the Abstract. Because of the centrality of Life-Skills, the majority of the research questions which follow relate to the relative effectiveness of the Life-Skills program (and its elements), and to its interaction with other major program components of the Project.

CHAPTER III

Types of Evaluation Studies

Consistent with the major exploratory thrust of the study, the hypothetico - deductive research model will be limited to those questions whose evaluation requires advanced specification of treatment distinctions and the random assignment of subjects. Most of the research questions, however, will not be subsumed under this model. Instead, careful advanced planning will insure that sufficient relevant data is continuously available for ex-post facto exploration and analysis. Examples of both types of studies, called in this report "Type A" and Type B" will be discussed below. (comments regarding sample, classes of data to be collected, criteria, etc. appear in the appendices to this document)

In view of the lack of carefully evaluated educational methods for dealing with the culturally disadvantaged, the major thrust of the evaluation effort is exploratory (i.e., "Type B") and is aimed at more precise definition of the most relevant variables, issues and problems. It will then be possible at a later stage to design predictive studies with a higher degree of specification.

A. Type B Studies

Type B Studies are defined as exploratory, ex-post facto studies. They will evolve out of the attempt to monitor on a continuous basis the operations of each program department, and will in effect constitute the bulk of the research effort. The nature of the data to be collected, the procedures for data collection and processing, and the preliminary definition of evaluative criteria (described in appendices below) will, in general, apply to both Type B and Type A studies. Illustrative examples of the range of exploratory studies which will be undertaken appear in Chapter V.

B. Type A Studies

Type A Studies are defined as studies which require the prior construction of treatment modalities and the random assignment of subjects for testing the fundamental hypothesis and the sub-hypothesis associated with it. (see Chapter IV) To avoid premature and unnecessary restrictions upon the operations of the program at this early stage of development, we are confining the Type A Study to the major component in the Project, i.e., Life-Skills Education. Chapter three of the bound TRY Proposal described the theoretical model which informs all aspects of the Project. The model is most directly translated into operational terms in the Life-Skills Educational program. In brief, the theory holds that individuals are most likely to change their attitudes and behavior in positive directions when they have been consistently reinforced for incorporating into their style of living the connection between their thoughts, their actions and the consequences that ensue from them. It is assumed that this cognitively based TAC (thought-action-consequence) model, when implemented in the set of experiences which constitute the curriculum, will facilitate the individual's capacity to cope with the problems he must solve in his everyday life. The Life-Skills Ecucation program is a conscious attempt to translate this theory into educational terms. Specifically, we are constructing a curriculum which enables each trainee to participate in a series of planned, graded experiences which will provide constant reinforcement for the thinking-action-consequence relationship as an essential ingredient in problem solving. Therefore, the curriculum will include discussions wherein alternate ways of perceiving and defining a problem can be scanned, active participation in concrete experiences related to problem areas is encouraged through the community and classroom projects, and an opportunity is provided to reflect upon these experiences in order to see the relationship between what they did and what happened. This connection will be augmented by further opportunity to explore, through discussion and subsequent experiences, the range of alternative ways of thinking about and acting upon problems, in order to anticipate realistically the variety of possible out-comes. It is our hypothesis that the repetition of such educational experiences will lead to the personal control necessary for freedom of choice in behavior. Hence, the curriculum emphasizes three critical components:

First, problem as opposed to subject centered curriculum.

Second, community and classroom as opposed to merely classroom educational activities.

Third, the integration as opposed to the separation of the teaching (information-imparting) and the counseling (reflective-cathartic-interpretative) role.

Chapter IV describes how the "Type A" approach will be applied to the evaluation of the critical elements embodied in Life-Skills Education, and the systematic attempt to vary these elements in several alternative ways.

Major Questions to be Investigated

The principal hypothesis to be examined in the Type A study stems from the following question:

What combination of educational activities and teaching methods in Life-Skills Education produces the most significant positive attitudinal and behavioral changes in the trainees?

Hypothesis: In Life-Skills Education Treatment I is more effective than either Treatment II or Treatment III in producing positive attitudinal and behavioral changes in trainees.

Chart A in the appendices summarizes the major distinctions between what are referred to as "Life-Skills Treatments" I, II and III. Essentially these groups represent planned variations along a number of crucial dimensions:

1. Variations in the degree of participation and autonomy permitted or encouraged in the student and the Life-Skills Educator with respect to curriculum planning and choice of activities.
2. Variations in the degree to which Life-Skills Educators are instructed in the theoretical basis which underlies the curriculum (i.e., the T-A-C model) and specifically trained to implement this in the curriculum.
3. Variations in the degree of integration of special remediation and counseling activities.
4. Variations in the degree to which students themselves assume responsibility for teaching and/or counseling other students.

Thus, the role of theory in staff training and on-line operations, the freedom of choice with regard to curriculum scope, activity, sequence and time, the relationship (i.e., role definitions) of educator and trainee, and the integration of supportive services will vary systematically across Life-Skills Treatments.

In Life-Skills Treatment I, the individual trainee will be part of an educational system where he will be encouraged to actively participate in selecting alternatives (problem areas, materials, projects, field-trips, sequences, etc) within a flexible curriculum structure, will participate in integrated group and individual counseling and special remediation which is an integrated part of life skills activities. He will be continually supported by a Life-Skills Educator trained specifically in the theoretical understructure of the curriculum and the ways in which theory is made operational in the curriculum.

Thus in Life-Skills Treatment I, moderate degrees of autonomy and participation are encouraged within a context of flexible but visible institutional structure.

In Life-Skills Treatment II, the individual trainee will be part of an educational system where educational activities and materials have been elaborately pre-planned and spelled out in a relatively less flexible curriculum structure, and where he also will participate in integrated counseling and remediation with the constant support of a Life-Skills Educator oriented to the curriculum. The Life-Skills Educator in Treatment II will not be trained in the specifics of the theory which underlies the curriculum. The T-A-C Model informs the curriculum structure but not the on-going program of its implementation.

Thus, in Life-Skills Treatment II, autonomy and participation in curriculum planning is minimal in the context of a well-planned and relatively less-flexible curriculum structure.

In Life-Skills Treatment III, the individual trainee will be part of an educational system in which maximum autonomy (i.e., group autonomy) is possible and maximum participation in decision-making is encouraged, where curriculum materials and activities are selected by the students themselves, and where the specially trained Life-Skills Educator functions as consultant to the group and refers students outside the group for intensive individual counseling or remediation.

Life-Skills Treatment I constitutes the original design for an educational system and was an integral part of the project which has now been funded. In this sense it represents those educational methods and materials which were felt to be most appropriate for most of our target population. Hypothesis I, above, reflects this initial bet. Nevertheless, we also believe that in order to properly evaluate this system, alternative approaches or variations must be designed and carried out with the highest possible standards of excellence. Realistically, we anticipate that no single curriculum approach, no matter how flexible and responsive, will meet the critical needs of all trainees. By establishing alternate variations it becomes possible not only to evaluate our primary system (Treatment I) but to determine what combinations of elements (people, materials, techniques) are most appropriate for different groups of disadvantaged youth.

Following an analysis of the major hypothesis, the same data can be used to evaluate more fully several related issues, e.g.

a. What combination of treatment elements is most effective, with what kind of trainee?

b. What program of orientation and training produces the most effective on-line personnel?

c. What kind of Life-Skills Educator is most effective with what kind of trainee?

Related General Questions

In addition to the above intra-component (Life-Skills) analyses, several other inter-component (Live-Skills; Vocational Education; Residence) studies will be undertaken to evaluate the relative contribution of various programs to individual trainee performance and achievement. The following questions illustrate this kind of study:

1. What is the relationship between performance in various program components (e.g., Life-Skills Education, Vocational Education, etc.) and

post-training vocational, personal, and social adjustment and satisfaction?

2. What is the relationship between the basic demographic characteristics of trainees and overall performance and progress within the Project, and post-training success and adjustment?

3. To what extent, and with what kind of youth, does residence in a self-contained unit where autonomy and responsibility are encouraged influence vocational progress, and social and personal adjustment?

4. What is the long-term effectiveness of the TRY program when compared with other program models, as represented by JOIN, (counseling and placement); Job Corps Centers (training, without recruitment or placement responsibilities); Youth Opportunity Centers (primarily vocational training); Neighborhood Youth Corps (primarily training through work experiences); and the public schools (traditional, vocational education); and community action programs (primarily recreation and community action).

In addition to the above questions, a variety of other considerations of equal importance will be examined during the life of this Project, such as:

a. The impact of TRY as a highly visible institution on the life of the community of Bedford-Stuyvesant.

b. The feasibility of using the City as a teaching laboratory.

c. The utility of the teacher-counselor role.

d. The feasibility of a feedback system as a tool for management decisions.

e. The practical value of a cost effectiveness system in a human development institution.

CHAPTER IV

Type B Studies

The questions and diagrams below illustrate the range of issues which will be dealt with in exploratory "Type B" studies. It should be noted that these studies represent a "best guess," in advance of actual program operations, as to the kinds of questions that need to be examined. They are, however, by no means exhaustive, and will be modified on the basis of actual program experience.

A Cross-Break Analyses - (Illustrative Examples)

(Refer to list of Criterion Variables and associated measures in appendices for preliminary definitions of the variables appearing in the following Cross-Break Diagrams)

1. What is the most effective method for improving basic learning, i.e., reading and math?

	Method of Instruction			
Reading Ability	Individual Remediation	Trainee As Remediation Aide	Computer Assisted Instruction	Small Group Remediation
Functional				
Grade Level				

A similar analysis would apply in the case of math remediation.

2. What is the relationship between improvement in basic learning skills, e.g., reading and math, and achievement in Life-Skills and Vocational Education?

	Achievement	
Improvement in	Life-Skills	Vocational Education
Reading		
Math		

A similar analysis could be made for Post Training Performance by substituting such measures as post-training achievement and adjustment (e.g., job stability, upgrading, etc.) for achievement in Life-Skills and Vocational Education.

3. What is the relationship between motivation and achievemnt in Life-Skills Education and Vocational Education?

	Achievement	
Motivation:	Life-Skills Education	Vocational Education
Participation		
Persistence		
Initiative		
Independence		
Level of Aspiration		
Need Achievement (n Ach.)		

A similar analysis would be made by substituting measures of Social and Personal Adjustment or measures of Post-Training Achievement and Adjustment for achievement in Life-Skills and Vocational Education. Selected aspects of cognitive functioning (i.e., categorizing behavior, Field-Independence, Risk-Taking behavior, etc.) will also be related to Achievemnt and Adjustment within the Project and following training.

4. What is the effect of Residence upon the self-esteem of trainees and upon the quality of Interpersonal Relationships?

	Sociability	Self-Concept	Self-Regulation
Residence			
Non-Residence			

A further analysis would examine in detail the demographic and background factors associated with residence which were related to significant positive changes in sociability, self-concept and self-regulation. Similarly, an analysis would be made of the effect of Residence upon achievement in Life-Skills Education, achievement in Vocational Education, performance in Basic Skills (Reading and Math), and upon motivation.

5. What is the effect of the differing roles and backgrounds of counselors on the motivation and the personal and social coping skills of trainees?

L-S Educators Role and Background:	TRAINEE CHARACTERISTICS			
	Motivation	Self-Esteem	Self-Direction	Sociability
Teacher-Counselor (Life-Skills Treatments I and II)				
Teacher as Counselor (Referred) (Life-Skills Treatment III)				
Counselor as Counselor (Referred) (Life-Skills Treatment III)				

To examine the effect of differing roles and backgrounds in counseling on learning, achievement in Life Skills (including basic skills) and Vocational Education would be substituted for those variables listed in the above column headings.

6. In terms of job placement success, what is the interaction between vocational training, pre-placement counseling and job market demand?

	VOCATIONAL CLASS PERFORMANCE			
	UPPER HALF		LOWER HALF	
	HI #PRE-PL SESS.	LOW #PRE -PL SESS.	HI# PPS	LOW# PPS
HIGH MARKET DEMAND	(PROPORTION OF "SUCCESSFUL PLACEMENTS")			
LOW MARKET DEMAND				

B. Related Issues

As operations get underway it is possible that other issues and questions will emerge which demand careful examination, for example:

1. What elements of the Life-Skills Education program are considered most crucial in producing positive changes in trainees by "effective" (as rated by supervisors and reflected in actual trainee performance) Life-Skills Educators? What background and/or personal factors are associated with effectiveness as a Life-Skills Educator?

2. How can an integrated physical and recreational program be best used to provide additional "success" experiences in competitive

and social activities? Can this program be used to provide such experiences for trainees from the moment of their acceptance into the Project?

To what extent can such experiences be generalized into feelings of self-worth and attitudes of self-acceptance?

3. How can more advanced trainees be most effectively involved in teaching other trainees? What are the characteristics of trainees who are most successful in teaching other trainees? In which program areas (e.g. Life-Skills, Vocational Education, etc.) is the function of the "trainee-teacher" most valuable?

In summary, the evaluative effort as outlined above involves, one, a major treatment question with respect to the core Life-Skills program; two, examination of a series of questions and issues which are related to this major treatment; three, a systems approach to the relative effectiveness and interrelatedness of various program components; and four, several illustrative questions which provide some idea of the range of issues which could profitably be evaluated on an exploratory basis.

CHAPTER V

A. Project Information Processing

The design for program evaluation places a premium upon the early identification of factors affecting the decision-making process of trainees, staff, and management so that the necessary modifications in programs and procedures can be made as quickly as possible. Such an organic approach, which takes into account the ongoing interactions between staff and trainees and makes this knowledge regularly available as the program evolves, is crucial for program success, and has been made the framework of the evaluation design for the Project.

Project information processing will incorporate on a regular basis:

1. Feedback to each trainee of concrete information on his progress. It is assumed that "knowledge of results" is essential to enable trainees to modify their behavior, and for staff to adjust the learning environment. Particularly at later stages this knowledge will be a more efficient, independence-producing reinforcer than generalized rewards and punishments.
2. Feedback of information to program leadership and line staff about staff performance and program unit effectiveness. This is necessary if program modification and development is to be an ongoing process based on informed decisions.
3. Feedback of information to the responsible community about overall project operation. This information will be in the form of reports, conferences and seminars with contract officials, board members, professional consultants and advisory committee members, local community organizations and officials, friends and relatives of trainees, and institutions such as the Board of Educa-

tion, the Employment Service, the Police Department, and other community projects.

The accompanying diagram and brief description outlines the general procedures to be employed in establishing a "formal" information processing network. It is hoped that such a structural arrangement will remain flexible and responsive to the inevitable "informal" network that will emerge, so that morale remains high and crucial project goals are never lost sight of.

This committee will be composed of representatives of each major program area of the Project. It will be the function of this committee to arrive at a consensus regarding priorities for future courses of action, and alternative solutions of critical problems. These recommendations will be forwarded on a monthly basis to the Senior Administrative Policy Committee.

Level 3. Administration

The Senior Administrative Policy Committee will meet on alternate weeks of the month. It will be composed of Administrative and Program personnel at the Director and Manager level and other key individuals, as required. The function of this committee will be:

1. to coordinate Administrative Policy with Program Policy.
2. to request additional program data, when required for Administrative decision-making.
3. to communicate the course and progress of the program to the appropriate Boards, Advisory Committees, and to act upon the recommendations and suggestions emanating from the Board of Directors.
4. to communicate Project results and accomplishments to appropriate authorities and agencies and to the community at large.

In the same way that the Life-Skills Educator is the immediate Feedback "gatekeeper" for the trainee, the Program Policy Committee and the Senior Administrative Policy Committee are the "gatekeepers" for disseminating information and decisions back into the Project, and for communication to responsible authorities and the community.

C. Organization Of The Systems Development & Evaluation Department

The Systems Development and Evaluation Department (S.D.&E.) is charged with the responsibility for developing the curricula and the appropriate systems for monitoring and evaluating the educational and vocational activities of the Project. (Orientation, Staff Training, Educational

B. The Internal Feedback System

Level I. The Trainee

The Life-Skills Educator, as counselor-teacher, will play the most crucial "gate keeping" role as mediator between the trainee and the TRY program. He will be the primary outlet through which the goals and conditions of the program are communicated. Similarly he will be the most immediate observer of the trainees responses to their experiences in the program. Objective measures of program performance and progress (relative standing in all program areas) will be made available to the Life-Skills Educator by the Systems Development and Evaluation department for communication to the trainee, and to the staff at "level 2" (see below). Level I, therefore provides almost immediate knowledge to the trainees of their relative progress in all program areas. Simultaneously both the subjective response of trainees and objective performance measures can rapidly and systematically be taken into account in shaping the evolution of programs. The feedback system at this level will involve daily data processing and weekly summary of results.

Level 2. Program & Staff

As organized data from the Life-Skills Educator becomes available to the Senior Life-Skills Educators, additional evaluative data dealing with the effectiveness (and costs) of other program components will be supplied to the appropriate specialists and supervisors (e.g., Voc. Ed. Supervisors, etc). A series of individual meetings, on alternate weeks, between systems development and evaluation personnel and program area supervisors will be held to identify critical needs and problem areas for presentation to the Program Policy Committee. On the alternate week of each month the Program Committee will meet to consider and evaluate the information supplied.

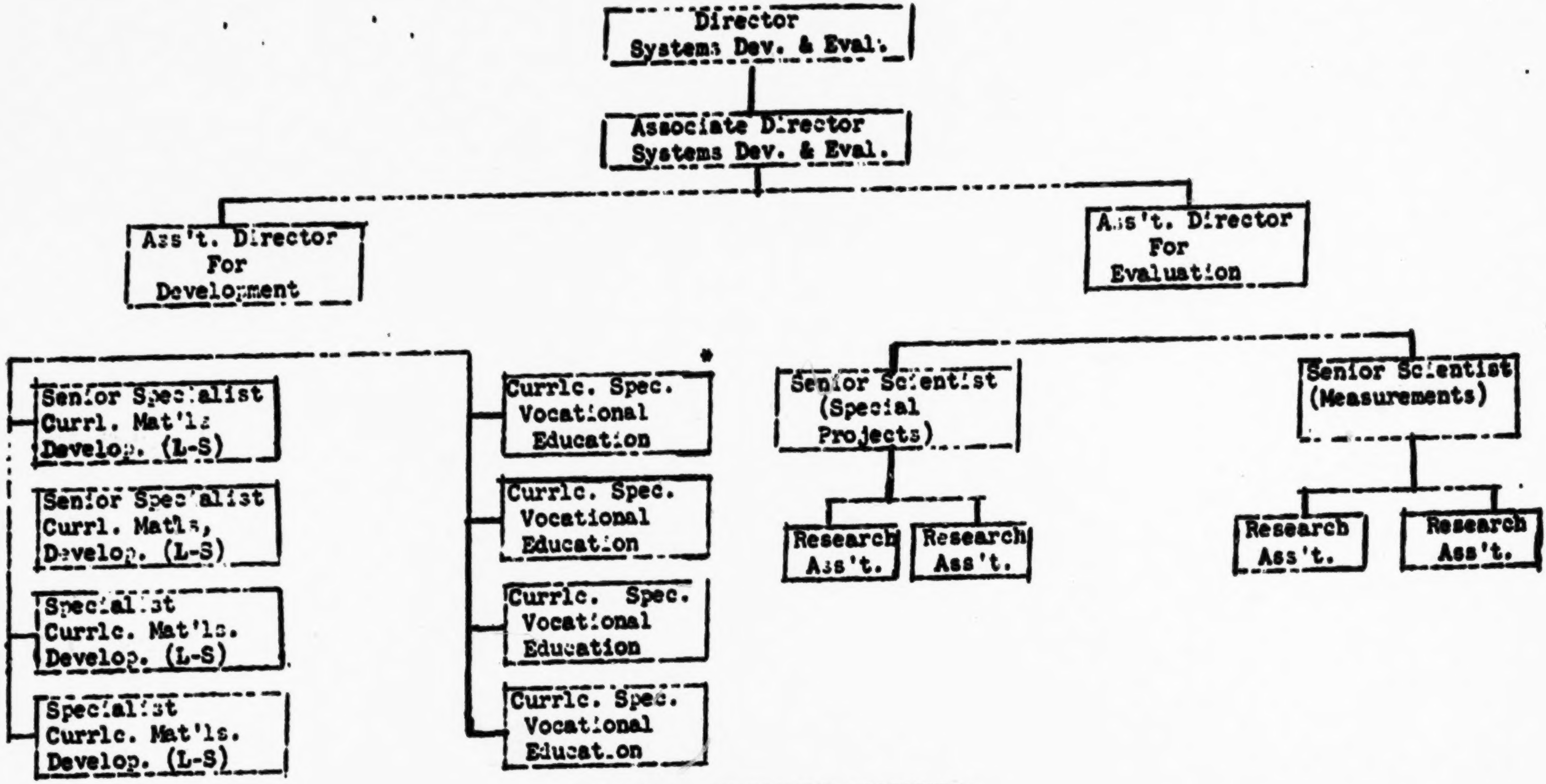
Staff supervision, and online curriculum implementation are the responsibility of the Director of Life-Skills Education. The Director of Vocational Education has primary responsibility for trade-training operations.)

To accomplish its purposes, the S. D. & E. Department has been organized into two major functional subdivisions (as indicated in the following chart) with a professional staff of 18, including 8 curriculum materials development specialists (4 involved in Life-Skills Curriculum development and 4 involved in Vocational Curriculum development) and 10 evaluation specialists (6 at senior level and 4 at the assistant level). The S. D. & E. Department has been allocated approximately 6% of a total 15 month budget of 4.3 million dollars.

The chart reflects the structural lines of authority (e.g., reporting, supervision, spending authority, etc.) and is of significance for general management purposes. Operationally, each of the senior S. D. & E. personnel (i.e., senior scientist/senior curriculum specialist and above) will assume primary responsibility for the major developmental or evaluation areas to which assigned, and will draw upon other staff members for technical or administrative support. In this way, each senior staff member will have vertical functional responsibilities as well as horizontal authority at the appropriate level.

From the point of view of selection of staff, this arrangement will require that each senior member of the S. D. & E. Department be a systems oriented generalist as well as a technical specialist. A similar combination of skills is required for the selection of the Senior (i.e., Supervisory Level) Life-Skills Educators and Senior Youth Services personnel. With this consideration as a minimal criteria, it is hoped that a degree of role flexibility and breadth of perspective can be built in from the start which is consonant with the general spirit of the Project.

ORGANIZATION CHART SYSTEMS DEVELOPMENT & EVALUATION DEPARTMENT


Director
Systems Dev. & Eval.
Associate Director
Systems Dev. & Eval.
Ass't. Director
For
Development
Ass't. Director
For
Evaluation
Senior Specialist
Curr1. Mat'ls
Develop. (L-S)
Senior Specialist
Curr1. Mat'ls,
Develop. (L-S)
Specialist
Curric. Mat'ls.
Develop. (L-S)
Specialist
Curric. Mat'ls.
Develop. (L-S)
*
Curric. Spec.
Vocational
Education
Curric. Spec.
Vocational
Education
Curric. Spec.
Vocational
Education
Curric. Spec.
Vocational
Education
Senior Scientist
(Special
Projects)
Research
Ass't.
Research
Ass't.
Senior Scientist
(Measurements)
Research
Ass't.
Research
Ass't.

ADDITIONAL SUPPORTING PERSONNEL:

(one) Executive Secretary; (one) First Grade Secretary; (3) Second Grade Secretaries; (two) Steno-typists; (two) Key Punch Operators.

(* - Vocational Curriculum Materials Specialists Administratively carried on Vocational Education Budget.)

CHAPTER VI

THE ROLE OF THE RESEARCH ADVISORY PANEL

The Research Advisory Panel acts as a review and advisory group. The Panel, which is composed of eight outstanding social scientists, serves as a primary resource for the TRY evaluative effort.

The value of such an arrangement is two-fold. First, the contribution of the Advisory Panel helps to insure that the research - from initial design through data collection and interpretation of results - reflects the highest professional standards. Second, since research conducted in the context of a project of this kind represents a form of self-study, the criticism can be raised that self-study programs in general lack the necessary scientific detachment for good research. It is for this reason that the auditing function of the Research Advisory Panel has been developed.

The Research Audit Function

The research audit function is modeled after the role of the independent public auditor who examines the financial statements of large commercial organizations. In industry and commerce each organization has its own system of accounting and internal control. Financial accounting and internal control systems have been deemed a necessary and integral part of the overall management enterprise. Objectivity (i.e., "fairness") of methods and processes of accounting are insured through the use of independent certified public auditing firms. Heretofore, research has not been seen to be an intrinsic and integral part of the management and operation of educational and social science institutions. Great emphasis has been placed upon "objective" research studies carried on by independent and external organizations. The design of the TRY Project places emphasis upon ongoing internal feedback systems and change research and seeks to demonstrate that the research function is at least as integral a part of the project management as is fiscal management.

Ongoing and immediate knowledge of program effectiveness is at least as important to decision making as is knowledge of cost. Some of the failure of educational and social science institutions can be attributed to a lack of up to date and relevant information regarding the effectiveness of methods and procedures. Alternatively, a great price has been paid for so-called "objective research" studies, carried on independently, which frequently indicated a lack of intimate familiarity with the problems at hand and led to inflexible designs which impeded the evolution of program improvements. Such studies frequently provided information which was available only after the program had been terminated.

The TRY research design, emphasizing information feedback mechanisms, is modeled after internal financial control systems in large corporations. To guard against a lack of objectivity and to insure that any possible bias is kept to an absolute minimum, it seems advisable to create a role in social science analogous to the role of the independent Certified Public Accountant (CPA) in commerce.

The research audit group can insure objectivity by the following means:

1. Review the preliminary overall and detailed research design (similar to "Chart of Accounts" an Accounting Procedure Manual in finance.)
2. Examine the instruments, methods of collection, methods of recording data, and data processing techniques. (Similar to an auditor's examination of systems of internal control and the records of a company.)
3. Determine whether inferences from data and the interpretation of

results are not inconsistent with the evidence which had been collected. (Similar to a CPA's opinion that a given financial statement is "fair", and that generally accepted accounting principles have been applied.) It is not intended that the research auditor would certify that interpretations made are those that he would necessarily draw; rather that the interpretations are consistent with the evidence.

4. In view of his experience with this and other projects, the research auditor will play a crucial role as critic and commentator (similar to the role of the accountant, the independent management consultant, or the security analyst.)

The research auditor, by performing the above critical functions, becomes an important source of additional external (extra-systemic) feedback for the maintenance of standards and the improvement of research methodology. Undoubtedly, it will be necessary to have several levels of research auditing personnel. To perform functions 1 and 3, the most experienced and knowledgeable social scientists will be required. To perform function 2, able and experienced research social scientists at an associate level will be required. It might very well be that the senior level research auditors might operate on a consultant basis employing a staff of junior level professionals to examine matters in detail (this is similar to the role of the senior CPA and his assistants).

APPENDICES

LIFE-SKILLS TREATMENT STRATEGIES ("TYPE A" STUDY) Appx. 1

Treatment I (N 480) 32 Groups	Treatment II (N 60) 4 Groups	Treatment III (N 60) 4 Groups
Role of Theory		
The T-A-C Model explicitly informs the curriculum and the way it is implemented.	The T-A-C Model explicitly informs the curriculum, but not the process of implementation.	The T-A-C model informs neither the curriculum nor the implementation process; emphasis is on group-selected problems and implementation processes.
Curriculum:		
Problem-centered; preplanned for on-going restructuring. Predetermined Scope and Activities. Flexible Sequence and Time. Emphasis on action projects planned by trainees	Problem-centered, but preplanned and structured in detail; re: Scope, Activities, Sequence and Time Emphasis on pre-planned projects.	Broad outline provided as a General Framework; focus is on trainee problems; curriculum determined by preferences of trainee. Flexible Scope, Activities Sequence, and Time.
Staff-Trainee Roles:		
Life-Skills Educator functions as teacher-counselor. Moderate degree of autonomy is shared by Life-Skills Educator and trainees with respect to curriculum.	Life-Skills Educator functions as teacher-counselor. Minimal degree of autonomy for both Life-Skills Educator and trainees with respect to curriculum	Life-Skills Educator functions as Consultant to group. Maximum autonomy for Life-Skills Educator and trainees with respect to curriculum. Counseling as needed (trainee referred out).
Remediation:		
Integral part of curriculum.	Integral part of curriculum.	As needed (trainee referred out)
Staff Training:		
(1) Orientation to, and continuous examination for the disadvantaged youth (the trainee) and the problems of the community.	-SAME-	-SAME-

LIFE-SKILLS TREATMENT STRATEGIES ("TYPE A" STUDY)

Staff Training:

(2) Pedagogical and counseling skills training and supervision.	-SAME-	-SAME-
(3) Specific training in the implementation of T-A-C model as reflected in the curriculum and as a focus of counseling.	Explanation of curriculum plan. No specific training in T-A-C model implementation.	Intensive training in Group Dynamics. No specific training in T-A-C model implementation.

THE SAMPLE

For purposes of definition the target population from which our sample is to be drawn is predominately the group of out-of-school, out-of-work Negro and Puerto Rican male youth between the ages of 17 and 21, residing in the Bedford-Stuyvesant area of Brooklyn., (For the probable limits of the Bedford-Stuyvesant area see map facing page 2-1 of the bound TRY Proposal).

Following an analysis of the characteristics of the Project area population, using the U. S. Department of Commerce census tract data and various descriptive studies of the Bedford-Stuyvesant area, an effort will be made, using standard sampling methods, to select a representative trainee sample. For the purpose of sampling the following kinds of information will be obtained:

> Race, reading level, last year of school completed, family income, intactness of home, probation history, etc.

The degree to which a truly representative trainee sample can be approximated will be contingent upon the kind of young man who applies or who can be recruited, time constraints imposed by contractual agreement (phase-in schedule), and the precise definition of the area to be served by the Project and the criteria for screening and selection of trainees.

	4) Increase in group measures of cohesion (sociometric measures) and stability.
5. Self Regulation Increased capacity of the trainee to regulate his behavior in order to satisfy his own needs in the context of a given social structure.	Evidence of increased capacity to avoid extremes of behavior (e.g., "acting-out", passivity, constant tardiness or absence, vandalism, etc.) as measured by attendance records, observations by staff and peers, use of time, planning behaviors, etc.
6. Field Independence Increased capacity to select and respond to the most relevant cues in the environment.	Increased ability to disregard irrelevant cues (i.e., the disruptive influence of a confounding "field") in arriving at veridical perceptions as measured by rod and frame embedded figures tasks, and situational tests.
7. Categorization - Scanning Increased capacity for conceptualization.	1) Increased ability to make broad categorizations (i.e., broadening of concepts) as measured by sorting tasks; 2) Increase in relevant vocabulary 3) Ability to articulate relationships
8. Risk-Taking Behavior Increased ability to weigh alternate risks in selecting optimal courses of action.	Increased capacity to take moderate risk toward attaining specific goals, as measured by "game playing" and "situational" tasks, e.g. two person non-zero sum and zero sum games, Life-Skills group project problems, etc.
9. Goal Setting Behavior Increased ability to select realistic goals and to revise goals on the basis of new information.	Capacity to accurately predict performance and revise subsequent predictions on the basis of actual performance, as measured by difference

	between correlation of initial prediction and outcome and subsequent revised prediction with respect to trainee goal-setting in: 1) Reading program 2) Math program 3) Vocational Education (track) 4) Life-Skills program
10. **Self-Concept**	
Degree of perceived self-esteem, worth, etc.	Changes in the direction of positive self-evaluation on ratings and Q-Sorts, and adjective check lists over time.
Increase in self-esteem (positive self-evaluations)	Charting of "success" experiences
11. **Motivation**	
Increased perseverance in achieving self-enchancing goals.	1) Observations and ratings of: Degree of participation in activities. 2) Observations and ratings of amount of constructive initiative and independence exercised by the trainee in decision making information gathering and problem-solving. 3) Degree of identification with the Life-Skills Educator manifested by the trainee as measured by adjective check lists and Q-Sort techniques. 4) Changes in N.Ach. scores over time. 5) Changes in level of aspiration scores over time.

CLASSES OF DATA

Appx. 3

For the purposes of advance planning for a variety of ex-post facto studies, the following classes of data will be collected:

1. Demographic (background) Data - social, educational, familial and vocational history, as well as information such as age, physical condition, etc.
2. Psychological Data - both objective measures (aptitude, interest motivation, cognitive function and intellect) and interview ratings and self-evaluations.
3. Manifest-Behavioral - periodic ratings by staff and other trainees of on-going patterns of social and personal behavior within each program area.
4. Educational-Performance - tests and ratings of performance in Vocational, Life-Skills (including basic educational skills such as reading), and Recreational and Physical Education areas.
5. Group Processes - sociometric measures of group coherence, social isolation group integration, etc.
6. Program Category - this will include data regarding each trainee's assigaments within the Project, e.g., type of vocational training, residence versus non-residence, Life-Skills Treatment, etc.
7. Post-training (follow-up) - this will include both short term and long term follow-up data relevant to job adjustment, job stability, up-grading, advanced training, home and family adjustment, social adjustment, community participation, etc.

The seven classes of data will provide a bank of information for the specification of variables which can be systematically related to the questions previously stated, and any unanticipated questions that emerge during the course of the Project. It should be apparent that these data can be used to provide either predictor or criterion measures. Depending on the kind of analysis involved (immediate, intermediate or long range studies) criteria from certain short range studies will, in effect, be predictors for intermediate and long range studies. A major effort will be made to devise predictive indices based upon weighted regression equations for use in intermediate and long-range studies.

CRITERIA

Two classes of criterion measures will be employed: Intermediate Criteria, i.e., within-project measures of performance and behavior and Long-Range Criteria, i.e., post-training measures of performance and behavior. It should be noted that some of the intermediate criterion measures can themselves serve as predictors to be compared with long-range criterion measures. Below are examples and accompanying charts of the kinds of measures that could be employed for both intermediate and long-range evaluation purposes:

Intermediate:

1. Academic Performance
2. Vocational Educational Performance
3. Social Behavior
4. Changes in Self-concept, motivation, etc.
5. Cognitive Functioning

Long-range

1. Job Performance
2. Social Adjustments
3. Community Participation
4. Leisure activities Participation
5. Health (Physical and Psychological)

CRITERION VARIABLES RELATED TO TRAINEE PERFORMANCE

Appx. 5

Classes of Criterion Variables	Operations and Measures
1. Amount of Acquired Information	
Increased knowledge in Life Skills (areas of life responsibility), Vocational Education.	Difference between initial and subsequent scores on classroom tests of course-related materials, i.e., areas of life responsibility (Life-Skills), and Vocational Education (Shop and Theory).
2. Reading Ability	
Increase in reading ability a) Grade norms	Reading Achievement Score on Standardized reading tests, i.e. Gates, Metropolitan, Gray, etc.
b) Functional	Rankings or ratings (Likert--type scales) of degree to which student successfully applies level of reading ability in functionally useful ways, i.e., reading and applying technical manuals, following written instructions, using newspapers and other written material in class projects, etc.
c) Communication Skill Interrelation (speaking, writing, listening)	Observations and ratings of taped speech, compositions, auditory comprehension in terms of unified program of instruction.
3. Computational Ability	
(arithmetic) Level a) Grade norms	Math achievemnt scores on standardized tests, i.e., Woody-McCall, etc.
Increase in mathematical skill b) Functional Math Ability	Practical shop tests scores, trainee Life-Skills Projects and trainee individual leisure-time projects.
4. Sociability	
Increased ability to enter into and maintain functionally useful and mutually enhancing interpersonal relationships with peers and others.	1) Increase in number and kind of friendship choices 2) Change in quality of interpersonal participation (leadership-followership). 3) Staff observations (including ratings) of positive changes in morale.

Criterion Variables Related to Life Skills Educator's Performance

Appx. 6

Classes of Variables	Operations and Measures
A. Pedagogical Skills (Life Skills/Vocational Education)	
1. Command of subject matter	Knowledge of materials as represented in L-S Curriculum (areas of life responsibility) and in Vocational Education Curriculum, as measured by content tests and supervisor ratings.
2. Classroom/shop	Ability to communicate effectively the content of curricula as measured by both performance of trainees and supervisor ratings.
3. Counseling	Ability to conceptualize and resolve trainee's personal problems as they arise using the T-A-C sequence approach, as measured by analysis of tape-records interviews, trainee performance and supervisors ratings.
4. 4. Individual projects	Ability to stimulate trainees to assume initiative in the design and implementation of community based individual projects as measured by: number and quality of projects, etc.
5. Administration	Responsibility with respect to accurate and timely maintenance of records, effective scheduling of trainee activities, participation in staff conferences and training programs and cooperation in evaluation procedures as measured by attendance records, submission of reports and evaluations and ratings by supervisors.
6. Integration of role components (1-5 above)	Degree to which educator or instructor can effectively integrate the roles and activities outlined above, as measured by sample job analysis, supervisor ratings, and role concept tests (Q-sorts, etc.).

B. Critical Role-Related Abilities

1. Knowledge of trainee and community	Evidence of demonstrated knowledge of characteristics of trainees in general, the community, and of trainee assigned to him, as measured by reports, ratings of supervisors, etc.
2. Empathy	Capacity to establish a sense of identity and rapport with trainees, as measured by ratings, etc.
3. Reality orientation	Capacity to make objective appraisals of trainees in terms of their readiness to deal with the realistic demands of an adult role, as measured by congruence with the appraisals of others (placement specialists, etc.)
4. Flexibility	Ability to change his method of operation in order to mediate between the structure of the curriculum and the emergent needs of trainees, as measured by supervisor ratings of the utility of his suggested curriculum adaptations. Tests of tolerance of ambiguity, rigidity, etc. will also be employed.
5. Maturity	Appropriateness of his mode of relating to trainees, peers, supervisors, members of the community and others as indicated by his behavior in various contexts reported in quarterly staff fitness reports (leadership, followership, responsibility and discretion would clearly be among the characteristics to be considered).

C. Personal Motivational Characteristics

1. Observations and ratings of:

   Degree of participation in activities.

   Degree of persistence in performance of tasks (i.e., specific goals).

Personal Motivational Characteristics (Cont.)

2. Observations and ratings of amount of constructive initiative and independence excercised in decision-making, information-gathering and problem-solving.

INSTRUMENTS

Problem of Standardized Tests with the Disadvantaged

The accompanying chart (illustrative schedule of data collection procedures) indicates that certain standardized tests such as the WAIS, the Gray Oral Reading Test, the GATB, the Woody-McCall, etc. may be utilized to gather information about the trainees. It should be noted that in view of the fact that these tests were standardized upon populations culturally different from out target population, their validity as indicators of aptitude or achievement is limited. However, it would be useful to know if at certain points during the training process they become better indicators of the trainee's potential performance. In this sense such measures may be more or less effective as possible criteria. This would be important to know since these measures are currently widely used for prognosis and selection. It will be one of the major aims of the staff to identify and develop measures which have better predictive validity for the target population. For this reason we have provided for a Test Development Specialist as a full-time staff member who, together with his assistant will work with project staff and consultants to develop new instruments.

Diagnosis through standardized tests presents a problem. Certain instruments such as the Gray Oral Reading Test have been designed primarily to rank a given individual at his equivalent age or grade level, but offer almost no information about the nature of his learning difficulty. Test scores, therefore, confirm the extent of the learning problem but do not tell enough about the kind of learning problem (i.e. functional deficiencies) each individual exhibits, nor do they suggest approaches for remediation. Such a degree of valid diagnostic specificity is required in view of the severe learning problems of the culturally disadvantaged population and the necessity for efficiency in the design of applicable programs.

ILLUSTRATIVE SCHEDULE OF DATA COLLECTION PROCEDURES

Trainee Stage	Time	Data Required	Measures Employed	Method Recorded	Classification of Variables
Following Intake	1st Week	Intellectual Medical - Dental Biographical	Wechsler Adult Intelligence Scale (Verbal & Performance)	Questionnaire Test Scores, Med. Examination Interview	Demographic Psychological-Vocational
Orientation	2nd - 3rd Week	Personality, Voc. Interests, Motivation Ed. Achievemnt Voc. Self-Evaluation	(1) GATB, (2) Voc Assmt. interview TAT (Need Achievement), Gray Oral Reading Test, Q-Sort, Woody-McCall Arithmetic Test	Test Scores and Profiles Ratings based on Interview	Attitudinal Vocational Motivational Educational
Training Phase I	1st - 3rd Month	Voc. Ed. Performance & Behavior Life Skills Performance & Behavior Phys. Ed. Performance Social Adjustment Remediation Progress	Shop Tests & Ratings Class Tests & Ratings Instructors Ratings (Gym & Clubs) Counselor Assessment Ratings and Sociograms Gray and Woody-McCall	Test Scores Scales Scores Grade Scores Counselor Ratings Sociometric Indices	Voc. Ed. Achievement, Educational Achievement Social-Psychologic
Additional Training Phases (II & III)	4th - 12th Month	"	" " "	"	"
Work Experience	3rd - 12th Month	On-job Performance Job Adjustment and Behavior Motivation	Employer Ratings Self-Reports Interviewer Assessment	Questionnaires Ratings Scales	Vocational Motivational
Post-Training Phase I	3 Months After Completion	Job Performance & Behavior, Job Stability Home Life adjustment and Behavior	Follow-up Interviews and Questionnaires	Questionnaires Rating Scales	Overall Post-Training Adjustment (Short Term)
Post-Training Phase II	1 year after completion	" " "	" "	" "	Overall Post-Training Adjustment (Long-Term)

Quantitative and Non-Quantitative Data

A project such as TRY, with its focus upon the processes of change and upon the interpersonal encounters which underlie those processes, must not depend solely, or even primarily upon data collection methods which are standardized and easily quantifiable. Neither should the availability of punch-card data processing techniques determine the kinds of research questions that must be dealt with. Too often dependence upon available tests and sophisticated statistical aids produces complex analyses which are unrelated to the realities of the issues involved and are of little practical value.

Whatever can be quantified and mechanically processed will be. Observations which appear important and relevant and which annot be quantified will be handled descriptively or anecdotally and will be integrated with more mathematical treatment of the data. Given the scope of problems involved in the TRY Project, it is more than likely that many significant findings will involve non-quantifiable, non-statistical observations.

The data collection procedures of the study will, therefore, involve:

1. Standardized Test Administrations - Attitude and interest questionnaires, achievemnt tests, etc.
2. Structured Observational Techniques - Directive interview, ratings, sociometrics.
3. Un-structured Observational Techinques - Participant - Observer ratings, content analysis, projectives, etc.
4. "Tailor-Made" Test Administrations - "Teacher-Made" tests, shop-tests, specially developed in-house measurements.
5. Staff and Trainee Narrative Reports

Procedures (1) through (4) permit, in varying degrees some quantification and/or codification for purposes of analysis, and for the establishment of validity and reliability. Together with Procedure (5), a range of data is provided from the intensely personal through the more "objective" and "impersonal" which will allow the research staff to study the nature of the processes involved, for both staff and trainee, in changing and modifying behavior at a number of different levels. A multi-leveled approach is absolutely essential since the processes of change are both complex and subtle and must be explored using a variety of techniques. Whether the nature of such changes as do occur can be identified by objective standard measures or by more subjective, observational techniques cannot be predicted in advance. In any given domain one or the other kind of measure may be important. In many cases the interaction between levels of measurement may provide the most significant clue. The TRY research model provides data at each level on an on-going basis as part of an approach to the evaluation of change.

Basically the research design helps to insure that we ask the right questions and that we systematically attempt to get answers. In view of the complexity of human beings and the crudeness of present research techniques, quite obviously the answers to many questions cannot be derived from statistics, but must be based upon the wisdom and sensitivity of staff judgment.

STATISTICAL CONSIDERATIONS

Appx. 10

1. Because of the sheer amount of data which will be collected and processed from a variety of sources. Electronic Data Processing is clearly the most efficient and feasible technique for analysis. This requirement is particularly urgent as it relates to our feedback design (described below) which by definition requires the rapid processing of information.
2. It is anticipated that three kinds of statistical techniques will be employed, i.e., descriptive, analytic (correlational and analysis of variance designs,) and factorial. The latter technique is particularly aimed at measuring the relative contributions of various program components to major project goals.
3. As data accumulates it will become possible to statistically select combinations of measures which can provide basal prediction indices. Such indices can be especially useful in refining selection and assignment procedures (for both trainee and staff) and for subsequent program modifications.

FIRST AND SECOND YEAR ANALYSES

With the above considerations in mind, the TRY evaluation program can provide:

1. During the First Year -
    - a. completed descriptive data on all candidates for the Project,
    - b. descriptive data, including measures of relative progress for each accepted trainee,
    - c. an analysis of the relative contribution of each program component to overall levels of achievement,
    - d. an analysis of the relationship between trainee background factors and progress in the program,
    - e. preliminary analysis of the effectiveness of the Life-Skills curriculum and related techniques (e.g. counseling) in improving the basic learning capacities of the trainees,
    - f. a preliminary analysis of the effectiveness of an internal feedback network in providing data relevant to critical modifications in the operation of the program,
    - g. initial data concerning relative costs involved in producing a given level of improvement in trainee performance,
    - h. a descriptive analysis of staff performance in each major area of the Project.
2. During the Second Year -
    - a. Three-month and, for a proportion of trainees, six-month follow-up data regarding post-training employment, and adjustment.
    - b. Three-month and six-month follow-up studies relating trainee background data to post-training employment history, and personal and social adjustment.

c. Three-month and six-month follow-up relating trainee background factors and within-project achievment to post-training vocational, personal and social adjustment.

d. Descriptive analysis of achievement and critical problems in job development and placement areas.

e. A preliminary survey to assess the impact on the community of the TRY Project.

Further evaluation and analysis of the longer-term effects of the program are contingent upon either continuation of the Project or separate grant support for such follow-up studies subsequent to the termination of project operations. It is considered that a minimum of three years would be necessary for conceptually meaningful longitudinal and community impact studies. The basis for such studies are provided for in both the first and second year of the Project.

APPENDIX C

ORIGINAL PROPOSAL FOR THIS GRANT

OEG-1-6-068503-1471

STATEMENT ON TRAINING RESOURCES FOR YOUTH PANEL

STATEMENT ON TRAINING RESOURCES FOR YOUTH RESEARCH PANEL

As requested in the September 16th memo from Dr. David S. Bushnell, Director, Adult and Vocational Research, U.S. Office of Education, the TRY Research Staff has enlisted the assistance of six highly respected social scientists to serve as consultant members of TRY Research Panel to review the detailed design of the TRY Research Proposal.

FUNCTION OF THE RESEARCH PANEL

The TRY Research Staff is now in the process of detailing the research and evaluation design described broadly in Chapter 6 of the TRY Proposal. Included will be a description in greater detail of the feedback process indicating sources of data which will be collected on an on-going basis from staff and trainees; the methods and instruments used to collect such data; the means and procedures for processing and evaluating the data and the schema for insuring that such data is utilised by trainees, staff and project decision-makers on an on-going basis in modifying the program. A more detailed research design, which will be prepared prior to January 1st will describe these processes with greater precision and indicate the specific relationship between the internal feedback research process and the longitudinal evaluation study of the effectiveness of the Project.

The Research Panel will function as a review, monitoring, and advisory group. It will examine the detailed research proposal at various stages of its development, comment on its value and feasibility, and suggest improvements necessary to insure that the design meets the highest professional standards.

Members of the panel will be sent copies of the detailed research design which will supplement Chapter 6 of the Proposal for their review and comment by January 1st. Subsequent to that data additional meetings will be held in New York City prior to the expected date of entry of trainees into the Project on about March 1966. The focus of these meetings will be to further define the evaluation and research systems and procedures and to insure proper preparation for implementation.

MEMBERS OF THE PANEL

The following have agreed to serve:

Isidor Chein, Ph.D.,	Director of Research, Center for Human Relations, New York University. Co-author of "The Road to H".
Stuart Cook, Ph.D.,	Formerly head of the Graduate Department of Psychology, New York University and presently Professor of Psychology, University of Colorado. Co-author of "Research Methods in Social Relations".

Edmund Gordon, Ph.D.,	Chairman, Department of Educational Psychology and Guidance, Yeshiva University. Author of numerous articles on the education of the culturally deprived.
J. Douglas Grant,	Chief, Research Division, California State Department of Corrections. Author of numerous articles on crime, delinquency and intra-institutional research.
Donald E. Super, Ph.D.,	Professor of Psychology and Director of the Career Pattern Study, Teachers College, Columbia University. Author of the "Psychology of Careers" and "Appraising Vocational Fitness".
Abraham Tannenbaum, Ph.D.,	Former Associate Dean, Yeshiva University, former chief of the Educational Division, Mobilization for Youth, presently Associate Professor, Department of Special Education, Teachers College, Columbia University. Author of numerous articles on the education of exceptional children.
Allan Williams,	Executive Director, New York State Psychological Association, Adjunct Faculty, New York University.

All of the above have agreed to serve as members of the panel with the exception of Prof. Cook who will serve pending the completion of certain present commitments. Allan Williams has agreed to serve as Chairman.

THE LIFE OF THE PANEL

The research design of the TRY Project will include specifications about the process of collecting, analyzing, and utilizing information within the TRY Project. It will also specify the way in which similar processes and data will be applied to the longitudinal follow-up of the TRY Project as implemented by a series of detailed studies at periods of three months, one year, two years, three years, five years or at other periods yet to be determined. As stated in the proposal, the purpose of the feedback phase of the research design is to provide information on an on-going basis for the gradual improvement of the program. The purpose of the longitudinal follow-up phase of the research design is to test the long term effectiveness of the TRY Project in terms of such external criteria as the individual's occupational advancement, and his marital, personal, and social adjustments, etc.

Two considerations should be kept in mind: services will be rendered to youth even several years after they have graduated from the TRY Program so that the resources of the feedback system will be applied over a long period of time to facilitate individual change and to record program effectiveness. The second consideration is that we are currently considering the possibility of providing the graduates from the TRY Program with periodic services through the early years of their marriage in order to make available child development educational resources to assist them in their roles as fathers. In addition to the service aspect of dealing with the two generations, it will be possible to examine the ways in which trainee-child interactions evolve and the degree